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THE UNIVERSITY OF ALBERTA  
PERSONALITY CHARACTERISTICS OF THE ENGAGED TEENAGE COUPLE

by

Raymond Joseph N. Douziech




A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
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The undersigned certify that they have read, and recommend  
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Teenage Couple . . .  
submitted by . . . Raymond Joseph Napoleon Douziech . . .  
in partial fulfilment of the requirements for the degree of  
Master of Education.





DEDICATION

to my parents



## ABSTRACT

This study is based on the hypothesis that those who decide to marry early are more likely to have less favourable personality dimensions and love conceptions than those who marry at a later age. Subjects for this study were couples attending a marriage preparation course offered by the Catholic Archdiocese of Edmonton. Volunteers were administered the California Psychological Inventory ( $n = 186$ ) and the Caring Relationship Inventory ( $n = 232$ ). Couples were then divided into two groups, those who belonged to a teen group (where one or both partners were under 20) and those who belonged to a non-teen group. Hotelling's  $T^2$  measurement of mean difference between two groups revealed significant results at the .05 level on personality and love-dimensions for both male and female subjects. Covarying for the effects of age revealed that males involved in a teenage marriage tend to have significantly different personality and love dimensions than males in an older relationship. Most of the differences for girls, however, seems to be accounted for by the effects of age.





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## CHAPTER I

### INTRODUCTION

Anita and Carl are in love and engaged to get married. They have known each other for the last two years and feel they are ready to enter into a permanent relationship. Carl has a job with a plate glass firm installing new windows. He is 19. He always found school difficult and boring and quit as soon as he could. Since then he has had a series of jobs and made enough money to put a down payment on a new Olds Cutlass. Anita is 18, in high school and pregnant. When Anita and Carl first told their parents about their plans their parents were very upset. Now, however, the parents agree that their children should get married. In fact they have planned a modest wedding with a few hundred guests invited to the banquet and dance. Of course the parents will split the costs since Anita and Carl have no savings and money is a bit of a problem. Carl is still making payments on his car and with living expenses it will be hard to manage on \$400 a month. However, Anita and Carl are convinced they can do it. Besides, their wedding presents should help furnish their suite and their love will guide them through any storms with a little help from mom and dad on the side.

It is true that this caricature of Anita and Carl makes this young couple seem unreal and totally unprepared to assume the roles of husband or wife and future parents. Yet young couples like



Anita and Carl represent a small but conspicuous segment of our society who, while in their teens decide to get married. Why? Objectively, one could say that pregnancy is the primary motivating factor in this case. Anita and Carl would say it is because of love. For them, as for most teenage couples, other factors are involved which together constitute the phenomena called love. Pregnancy is merely a product of that love.

If this is true, what are the dynamics that constitute their experience of love? Are these found in their personality structure? Are there unique personality dynamics that characterize the teenage couple as opposed to couples who marry later? The answer to this latter question forms the focus of the present research.

Suspicion that young marriages are bound to fail has caused grave concern among sociologists, psychologists, counselors and other researchers of the family. The objective of this first chapter is to look at the trends in early marriage and the characteristics of these marriages in order to give a Sitz im Leben for the question of this study. The author begins with a brief survey of the trends to early marriage in Canada, then defines the meaning of early marriage, and finally closes with a survey of the characteristics and consequences of teenage marriage. This accomplished the research question and its formulation will hopefully be a part of a context and a logical outcome.



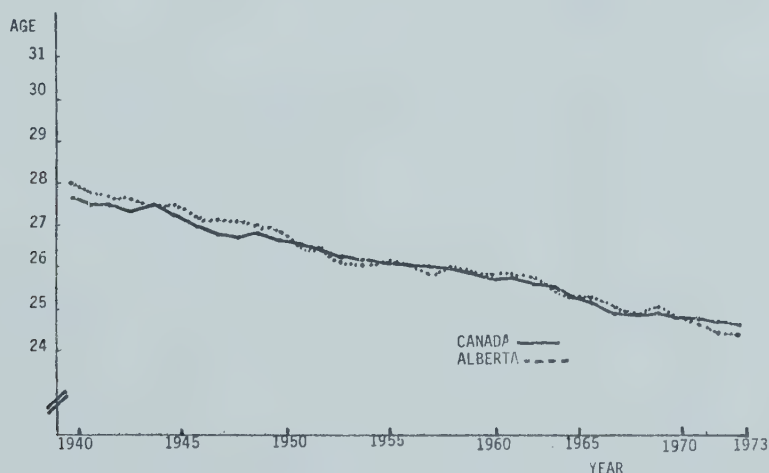


## I. TRENDS IN AVERAGE AGE AT MARRIAGE

The "who" and "why" of early marriage received considerable attention in the 50's and 60's when researchers interested in family life realized a trend among young men and women to marry at increasingly younger ages when compared to their pre-World War II counterparts. The majority of this research, however, took place in the United States with next to nothing done in Canada.

Figure 1 and 2 portray the trend data available on age at marriage for males and females in Canada and Alberta from 1940 to 1973.

FIGURE 1: TRENDS IN AGE AT FIRST MARRIAGE FOR MALES - 1940 - 1973

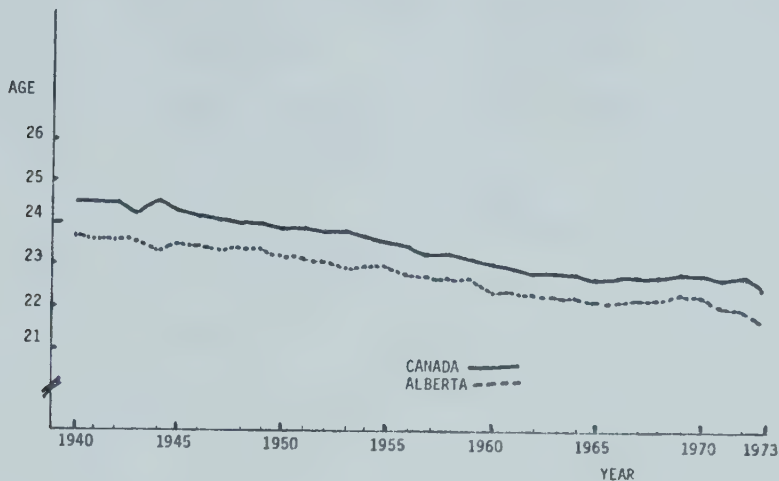


The data reflect an overall trend towards a decline in age at first marriage. The trend data for Canada show an average decline of three years for males and two years for females over the last 23 years. Unlike the United States (Moss, 1964) there does not appear to be a levelling off in age at marriage for Canadians over the last



decade.

FIGURE 2: TRENDS IN AGE AT FIRST MARRIAGE FOR FEMALES - 1940 - 1973



When one looks at Alberta statistics it appears that Albertans tend to marry at a younger age than other Canadians. This is particularly striking when one looks at the data for women in Alberta. The average age of bridegrooms in 1973 was 24.5, a decline of 3.5 years since 1940. Brides in Alberta married at an average of 21.7 in 1973 as compared to 23.6 in 1940. It can be concluded that people in Canada, and particularly in Alberta, tend to marry earlier than their peers of the 40's.

## II. EARLY MARRIAGE, YOUTHFUL MARRIAGE AND TEENAGE MARRIAGE

### A. Definition of Terms

Before continuing this discussion it is of primary importance



and crucial to the task of this study to define the terms: "early marriage", "youthful marriage", and "teenage marriage". For the purposes of this study these terms are used synonymously. However, definitions of these terms among researchers are about as numerous as are the individual researchers. Burchinal (1960 b) offers some consolation but little help when he states that: "lack of consistency in definition of young marriages should not be surprising since all definitions of this phenomenon must be arbitrary" (p 6). Burchinal (1965) refers to early marriage as one occurring when one or both parties have not reached their nineteenth birthday. Other researchers (Moss and Gingles, 1959) define early marriage in terms of the age of the bride. They define early marriage as occurring when the bride is 18 years of age and under. Inselberg (1961) in her study of high school marriages defined youthful marriages as those consisting of couples where at least one of the spouses was under 19 years of age. Bartz and Nye (1970) make allowances for a different rate of development in females and males. They refer to early marriage as one in which the bride is 18 years of age or under and the groom is 20 years of age or under.

It should be kept in mind that most of the research done on teenage marriage has been with high school subjects. Rarely, as it happens do couples involved in marriage remain in high school beyond 18 years of age. Consequently, it could be argued that the age criterion may have been influenced by the sample studied.

Other researchers studying the phenomenon of youthful marriage



outside of the school situation have other age criteria. Havighurst (1962) in his comprehensive longitudinal study of River City speaks of "early marriage" as referring to those marriages which occurred at the age of 19 or under. Landis and Landis (1958) also used 19 or less of one or both parties at the time of marriage for defining the youngest age in their study of the relation between age at marriage and divorce rates. Elder (1972) refers to early marriage as one occurring before the age of 20, and Moss (1964) at the 8th International Family Research Seminar in Oslo, Norway spoke of teenage marriage as referring to husband or wife or both being under 20 years of age at marriage.

As an operational definition for this research, the terms "early marriage", "youthful marriage" and "teenage marriage" refer to one or both parties in a relationship being under 20 at the time of marriage.

#### B. Trends in Teenage Marriage

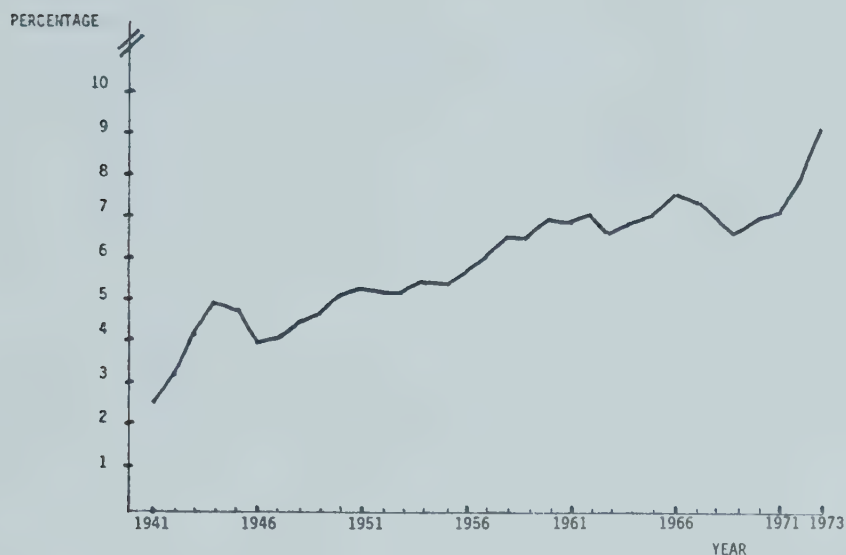
One way of viewing trends in teenage marriage could be in terms of the percentage of males and females under 20 years of age involved in marriage. Figures 3 and 4 indicate this percentage in relation to the total numbers of marriages for Canadians from 1941 - 1973.





FIGURE 3: TRENDS IN TEENAGE GROOMS ENTERING MARRIAGE IN CANADA

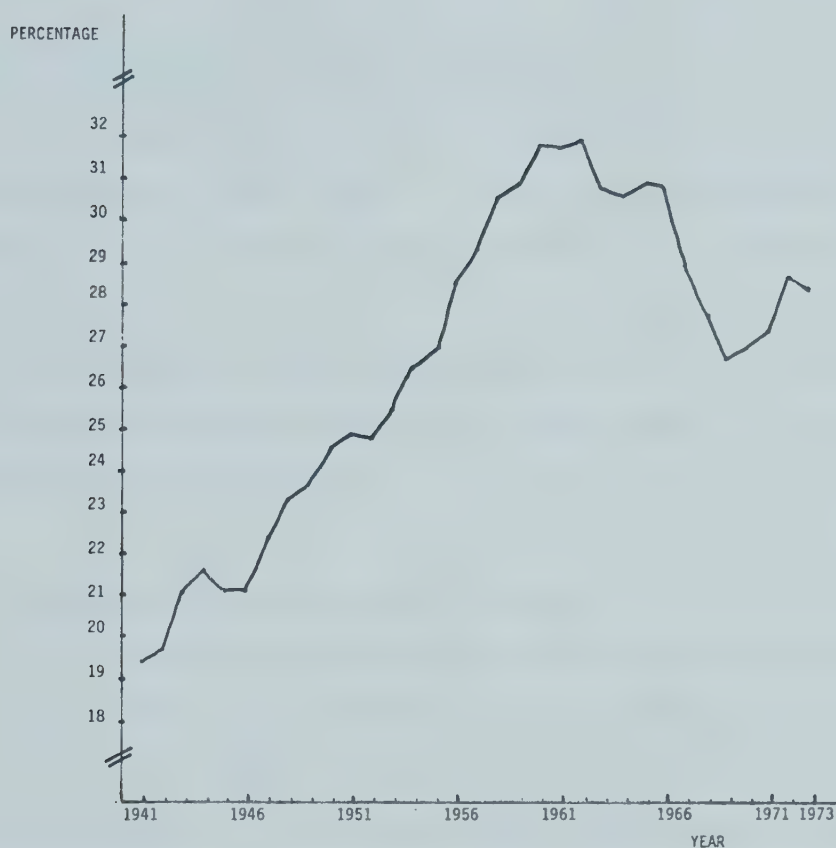
1941 - 1973



From these illustrations one can see that the decline in age at first marriage previously shown in figures 1 and 2 corresponds with the increasing percentage of teenagers involved in marriage. The data show a gradual increase from 19% for brides in 1941 to a high of 31.8% in 1962. The last decade has seen a slight up and down trend perhaps indicating a stabilization of the percentage of teenage girls entering marriage. Unlike the women, the percentage of teenage males entering marriage seems to be steadily increasing from 2.5% of the total number of marriages in 1941 to 8% in 1973.



FIGURE 4: TRENDS IN TEENAGE BRIDES ENTERING MARRIAGE IN CANADA  
1941 - 1973.



From the preceding discussion one can conclude that an ever increasing number of Canadians are marrying at an earlier age than ever before. It can also be said that a greater percentage of marriages are being entered into by teenagers. Although statistics are not available to verify the increase of early marriages in Alberta



one could speculate on the basis of the general trends that the percentage of youthful couples involved in marriage in Alberta has also increased.

### III. CHARACTERISTICS OF TEENAGE MARRIAGES

Progressively more and more of the marriages each year have teenage couples as participants. What are the characteristics of these couples? Researchers have found five basic characteristics of early marriers. Like Anita and Carl the groom tends to be a "drop out", the bride premaritally pregnant, both parties tend to come from lower socio-economic classes, have shaky financial resources and desire conventional weddings.

#### A. The grooom tends to be a school "drop out"

Educational progress is clearly related to age at marriage. Burchinal (1960 a) (1960 b)(1965), in a study of school age marriages found that most of these marriages involve a high school girl and an out-of-school male. De Lissovoy (1973) studied 48 married high school couples over a three year period. Of the 28, 41 wives and 35 husbands dropped out of school before graduating. Landis (1965) surveyed California schools in 1954 and 1964 and found the drop out rate higher in 1964 for married students.

The bride also tends to leave school before graduating. She appears to score appreciably lower on academic aptitude. This was confirmed by a study of Elder (1972) who found that girls who married



before age 20 scored lower on teacher ratings and self-ratings in academic abilities than girls who married later. De Lissovoy and Hitchcock (1965), in a survey of 765 high schools in Pennsylvania, found that nine out of ten females dropped out of school after marriage. In another research by Havighurst (1962) of 62 girl dropouts, 52 were married by the age of 18 and only 8 were left unmarried when the study was completed and everybody in the study group was 20 or more.

#### B. The bride is premaritally pregnant

A second over-riding characteristic is the high level of pregnancy of the teenage couple. Virtually all researchers studying this phenomenon have reported the high relationship of pregnancy and early marriage. Burchinal (1960 b), (1965) cites rates ranging from 31% to 56% for all school age marriages and 87% for couples in which both parties were high school students. Inshelherg (1961) found almost one-half of the wives pregnant at the time of marriage, while Anderson and Latts (1965) found 85% of the girls in small Minnesota communities pregnant at the time of marriage and an overall 69% of Minnesota high school girls pregnant at the time of marriage.

#### C. The teenage couple comes from lower socio-economic classes

Another characteristic of the early marrier is that they are likely to be of lower status than the later marrier. Researchers have pointed out the relationship between status levels of grooms and





the ages of brides and grooms at marriage. Bartz and Nye (1970), in reviewing the literature on early marriage reached the conclusion that the lower the social class, the more likely early marriage will occur. Burchinal (1959, 1963, 1965) found that marriages involving high school girls were more frequent among girls of lower or working class families. Elder (1972) in his study of 73 women over a 30-year period found the early marriers were also from working class homes. Winch and Greer (1964) found a positive correlation between age at marriage and socio-economic status. Havighurst (1962) reported that 3/4 of the lower class girls were married by the age of 20 and 43% were married before reaching the age of 18. On the other hand only 1/4 of the upper class girls were married by the time they were 20.

It has been hypothesized that dating serves as an acceptable delaying tactic for marriage in the upper classes. Bayer (1968) in a comprehensive study of 32,833 people surveyed by the United States Office of Education found that higher status groups dated earlier than those of lower socio-economic classes. But, couples from the lower socio-economic classes tended to marry sooner than those from the higher status groups.

#### D. Teenage couples have shaky financial resources

The above mentioned fact that the majority of early marriers come from the lower classes may explain the next characteristic of



these marriages. Generally teenage marriages are undertaken with meager financial resources. Hermann (1965) claims that few teenage couples are able to finance their weddings out of their own incomes, they must call on other sources for financial assistance. Parents are the primary source of such aid.

Depending on parents causes additional problems. Parents expect certain affectional responses and service which may be difficult for teenagers seeking independence from their families. The aid thus turns into a source of conflict and can breed resentment and hostility rather than mutual cooperation.

Hermann also cites high unemployment among teenagers. According to statistics, over 16% of the 14-19 year old men and over 15% of the 14-19 year old women in the labor force are unemployed. This is largely due to a lack of trade skills and job experiences among this age group. Even when teenagers are employed they are more likely to have lower incomes than their older counterparts. Inselberg (1961) found a highly significant difference in mean incomes of teen couples when compared to non-teens. She found that teen couples earned less than 3/5 of the average income of couples who married at a later age. Burchinal (1965) found that young marriages were generally maintained on a meager economic basis. He reports two studies which found the mean annual income for these couples to be \$3,000 to \$3,800.

Living on a shoe-string budget few young families have any significant savings in case of emergency. According to a survey



by the University of Michigan in 1962 the median net worth of young families with heads of 18 to 24 was only \$250.

Low incomes, dependence on credit and borrowing, non-existent savings, all make teenage couples particularly vulnerable to financial crises. An unexpected emergency such as illness, accident or unplanned pregnancy can place such a marriage in serious jeopardy.

#### E. The teen couple wants a conventional wedding

Contrary to popular opinion, teenage marriages tend to be conventional church weddings rather than elopements. Burchinal (1960 b) found in his Iowa study that 86% of the pregnant brides and 80% of the non-pregnant brides were married by clergyman. In fact 92% of the marriages involving 18 year old or younger brides were performed by clergyman in Iowa. He also cites a Kansas city research indicating that 84% of the marriages of brides who were 15 to 17 years old and married to grooms who were 16 to 19 years old took place in the presence of a clergyman.

#### IV. CONSEQUENCES OF TEENAGE MARRIAGE

If we were to believe the old adage "it's better to marry young", "the old get set in their ways", the trend to early marriage should augur well for the satisfaction and stability of these relationships. A number of studies in recent years have shown this assumption to be far removed from the truth.



## A. Satisfaction

Beginning in 1938, Terman found that men who married before 22 and women who married under 20 were less likely to achieve marital happiness. Burgess and Cottrell (1939) found that the highest adjustment scores were made by men and women from 28 to 30 years at the time of marriage and lowest scores were obtained by those who had married in their early twenties and teens.

Generally, researchers have upheld these early findings. Most would agree with Lasswell (1974) when he states that getting married in the teen years is unquestionably the worst time to marry in terms of the reported satisfaction which the marriage brings to the couple. Burchinal (1960 b, 1965) also reports findings that persons who married in their teens rate their marriages as being less satisfactory than persons who marry later in life. These findings were supported by studies of De Lissoy (1965), Inselberg (1961) and Havighurst (1962).

There are many reasons for the unhappiness and frequent failure of teenage marriages. One reason may be the high percentage of teenage marriages which are forced by pregnancy. The forced marriage is unfortunate at any age and has even more counts against it with teenagers. Many do not have the physical development to properly perform normal adult functions including child care and biological functions of reproduction. The human female is not ready for the reproductive function until long after puberty. As Lasswell (1974)





claims, the teen years are probably the poorest years for childbearing.

Nesrin Bingol (1972), Chief of pediatric genetics at New Medical College, finds that teenage mothers frequently bear children who have abnormally small heads and are sub-normal in intelligence. He also finds that children of mothers of 17 years of age and younger have more congenital malformations, iron anaemia, and other problems of prenatal development. Post-natally they more often suffer serious infection during their first years and are more often "battered" (Oppel, 1971).

Oppel (1971) reporting on a 12-year longitudinal study of 86 teenage mothers found that the youth of the mother was a contributing factor to less adequate nurturance of children and to deficits in their physical, social and psychological development. Hutton (1968) noted a high perinatal mortality rate among teenage mothers.

Chances are that a girl who becomes pregnant under 18 is unlikely to finish her schooling before the birth of her child (Brean, 1971). The girl becomes discouraged about returning to school, she lacks self-motivation and her interests as a wife and mother make it hard to find peer support among her high school peers. The result is that her early childbearing becomes a social handicap leading to repeated early pregnancy, welfare dependency and low social mobility (Cromwell and Gangel, 1974).

Eshelman (1965) undertook a study of the relationship between mental health and marital integration. His finding, based on 82 teenage marriages, supports the proposition that there exists a positive



relationship between mental health and marital integration.

Inselherg (1961) found that 39.7% of teenaged wives would postpone marriage if they had a second chance.

### B. Stability

Akin to the high degree of dissatisfaction in the teenage marriage is the remarkable high degree of instability in these relationships. Havighurst (1962) states that some of the early marriages he studied gave every indication of being good stable ones, while others got off to a bad start. One of the girls was married only two weeks and then got a divorce. Another got a divorce after living with her husband for only two months.

Overall, researchers agree to a negative correlation between age at marriage and marital stability. (Glick and Norton, 1957; Landis and Landis, 1958; Locke, 1951; Monahan, 1953; Lowrie, 1965; Bauman, 1967; Burchinal, 1965; Burchinal and Chancellor, 1962). Most have found that divorce rates are between two and four times greater among young marriages than among marriages begun by persons in their twenties.

A recent study by Schoen (1975) of divorces and annulments registered in California during 1969 found that a marriage at 18 was 2.2 times as likely to end in divorce as a marriage begun when the male was 29. For a female the probability that a marriage would end in divorce was 2.4 times as high for one married at 16 as compared to marriage at 27.



This phenomenon is not restricted to North America. Data from Western Europe report a similar pattern of higher instability among young marriers. Vallot (1971) in a study of Paris divorce patterns among cohorts of people marrying in 1936, 1956, 1960 and 1964 showed a lower cumulative divorce rate as the age at first marriage increased.

#### V. THE QUESTION

Thus far Anita and Carl were used to introduce the general area of concern. It was noted that trend existed for younger-aged people to enter into marriage and a greater proportion of these to have been contracted by teenaged couples. It was also shown what were the general characteristics and consequences of these early marriages.

It is true that the preceding assessment of young marriages has been uniformly negative in content. The tendency, of course, is to apply these findings to youthful married couples as individuals. It is important not to over-generalize and say, for example, that Carl and Anita are doomed to unhappiness and failure in their relationship. There are successful youthful marriages.

De Lissovoy (1973) in his study of 48 young couples in Pennsylvania found that these young marriages had unusual staying power. Only two couples were known to have been divorced over a three year period. Age alone is not an adequate criterion for predicting the



degree of competence in a couple. Competence in marriage and family relationships requires maturity, adequate interpersonal skills, emotional health and stable personality characteristics. Unfortunately many of these, such as maturity, are positively correlated with age.

Perhaps it would be truer to say that people with the poorest chances of making a good marriage are the most likely to marry early rather than saying that early marriages cause failure. There is no evidence that these people would make better marriages if they waited for an additional three or four years.

Herein lies the central premise of this research: that the people with the poorest chance of making a good marriage are the most likely to marry early. In other words, teenagers who decide to marry have less favorable personality characteristics than people who decide to marry at a later age.





## CHAPTER II

### THEORETICAL SUPPORT

#### I. GENERAL SURVEY OF SOCIAL-PSYCHOLOGICAL FACTORS LEADING TO EARLY MARRIAGE

Much of the analysis thus far presented on youthful marriages has been a compiling of data on "who" marries young. The focus of attention now turns to "why" these people marry - the family dynamics, the social influences and above all the personality structure. The primary task is a review of the dynamics and the social influences leading to early marriage followed by a comprehensive review of the literature on the personality structure of the young marrier.

It is of interest to note at the outset that the North American approach to the "why" of teenage marriage differs from the European approach. Europeans tend to look at the changing structures of society and culture as the model within which one can find an explanation for this phenomenon (Moss, 1964). The interplay between the cultural and structural systems create a milieu which enhances the possibility of early marriage. Moss, in reviewing Gronseth's analysis of the leading explanation given by European sociologists, discovered three general sociological units used to categorize the associated variables: (a) early marriage is a product of certain types of social organization, (b) early marriage is a product of social disorganization, and (c) early marriage is a product of



society's cultural setting.

This model emphasizes how society moves its youth towards marriage. However, it seems difficult to formulate measures whereby the conditions could empirically be tested for their influence on the individual's decision to marry. Here the North American social-psychological framework may prove to be a necessary complement to the European model.

Burchinal (1960b, 1965) summarized the research findings in the United States prior to 1960 and listed ten reasons for the trend towards early marriage. These are as follows (1960 b, 245 ff):

- (1) The unsettled nature of the times which creates the need for people to find someone with whom they can feel a sense of security and loyalty.
- (2) The quest for individual fulfillment and the rejection of success and achievement.

Burchinal admits that these first two reasons have only a "face-validity". As with the European model, these would be difficult to test.

- (3) The bandwagon effect: one marriage influences another, and soon "it's the thing to do".

It seems rather doubtful that a decision to marry among teen age couples is based solely on the reason "everybody is doing it". It is true that a cursory look at modern trends might lead one to this explanation but motivating factors are more complex than this explanation would suggest.

- (4) The impact of the wars, e.g. World War II, Korea, Vietnam.
- (5) An escape from an unhappy home, school or community situation.



Some research data supports these two reasons. Shahinkaya and Cannon (1957) in a study of teenage marriages in Connecticut, Nebraska and Oregon found that when early marriage rates for periods prior to and immediately following the Korean War were examined there was a significant increase in early marriages during the war years. The conclusion reached was that this increase was probably indicative of the effect of war on early marriage for both sexes.

There are many difficulties with applying the results of Shahinkaya and Cannon's studies to a Canadian scene. The fact is that the rate of early marriages has continued to increase since the 40's. But, Canadians have not been involved in the Vietnam war as were the Americans. The impact of the war and the draft may explain some motivating factors for our neighbors to the south, but these reasons seem less relevant in a Canadian setting.

Elder (1972) found on the emotional dimension of family relations that girls who married relatively early were most likely to feel estranged from parents. The data suggests that strained relations with the girls' father was a significant factor in the family experience of girls who married relatively early. Barker (1964), speaking of young marriage in England states that the difficulty with some early marriages is that they are often an exit from a war against parents. This was supported by a study of Riever and Edwards (1974) on 50 couples seeking counselling who were under 20 at the time of marriage. They state that the decisive reason for early marriage in their sample had been the desire to escape from an unsat-



isfactory home situation.

(6) The impact of romantic and glorious images of marriage and the corresponding unrealistic expectations from marriage.

(7) The acceleration of role transitions as reflected in advanced levels of heterosexual interaction at younger ages.

Moss (1964) indicates that age at the start of dating and steady dating are associated with teenage marriage. In fact the high degree of premarital pregnancy which causes many teenage marriages might be seen as evidence of this involvement process. Moss further states: "those who marry as teenagers show less emotional stability than those who marry later. Their urge for marriage is often expressed as a search for an escape from other relationships through the courtship involvement which, in the romantically oriented US leads youth to idealize marriage and seek its pleasures" (1964, p 114).

Burchinal (1960) cites his Nebraska and Iowa studies where he contrasted married girls with unmarried girls and found that there had been more frequent and serious dating experiences during the married girls' earlier high school years than the unmarrieds.

Bartz and Nye (1970) in reviewing research findings conclude that "within a social class, the greater the heterosexual involvement at any early age, the more likely early marriage will occur" (p 262).

The acceleration of role transitions by youth into adult activities can lead to circumstances meriting the label of social pathologies. This rapid change of roles and its effects have recently





been studied by Bacon (1974). Basing his research on theories of Jessie Bernard, and Robert Merton, Bacon claims that any important life event is potentially stress inducing as one abandons old roles and adopts new social roles. When we consider teenage couples entering marriage, their pattern of role transition is at variance with socially acceptable norms and generates additional stress that may result in social pathologies.

Bacon quotes Margaret Mead as saying: "In this society, performance of adult roles such as those attending marriage and parenthood ideally are separated from childhood roles by a lengthy interval known as adolescence, characterized by the abandonment of dependent childhood roles and the adoption of complex and often ambiguous sets of roles intermediate to the transition to adult roles" (p 334).

Although the assumption of adult roles in adolescence may be functional in some primitive societies, it is highly dysfunctional in our own. If one marries at a young age in our society there is an accelerated role transition, since becoming a husband or wife while a teenager is a departure from the socially prescribed sequence of life-cycle processes. This, in turn, generates the social pathologies reflected in higher incidence of marital instability, poverty and low educational achievement.

(8) The current economic prosperity and ready availability of credit reduces risks in early marriage.

(9) The easy accessibility of sex information and the stimulation of sexual drives by the openness of the media, with the result that pre-



marital pregnancy becomes a precipitating factor in many if not most youthful marriage decisions.

Burchinal states that there is considerable data to support the relationship between periods of economic prosperity, low unemployment and relatively high standards of living with high marriage rates. However, it is difficult to see how one could separate this factor from other social phenomena such as the insecurity of our times, or the influence of the Vietnam and Korean wars. Prosperity per se cannot be isolated from these other events.

The association between heterosexual behaviour and early marriage in the context of premarital pregnancy has already been noted in the first chapter. Suffice it to say once again it appears that premarital pregnancy is an over-riding motivational factor in early marriage.

#### (10) Emotional maladjustment

The review of the research data surrounding this last factor mentioned by Burchinal will form the framework for the remainder of this chapter. Prior to this it can be said in summary that it is obvious that no one motivating factor is an explanation for the complex decision towards early marriage. Burchinal's factors which we have developed often overlap one another and vary in their influence. Each has something to offer in explaining the motivation of couples to maintain the current rates of youthful marriage. The amount of research available lends support to favor some factors as more influential than others. This is true of the psychological explan-



ations to which we now turn our attention.

## II. PSYCHOLOGICAL EXPLANATIONS FOR EARLY MARRIAGE

Duvall and Hill (1945) state that "an emotionally mature personality (is) the best dowry you can bring to marriage" (p 26). Most researchers agree that maturity is crucial to the success of a relationship and according to Christensen (1958) it is "perhaps more crucial than any other variable". On the other hand, research also indicates that it is not the emotionally mature who are attracted to early marriage. In fact some theorists speculate that it is the flaws within the personality that motivate one to early marriage. The present task is to review their findings and research.

In reviewing the currently available research on early marriage, four basic propositions can be extracted. The majority of researchers find weakness in the personality as measured by personality tests; others attempt to give psychological reasons for the weaknesses. The majority take an empirical approach and this constitutes a first proposition - personality deficiencies do exist in the teenage couple. The remaining three propositions attempt a rationale: (a) love is a fulfillment of ones needs, (b) love is a dependency, and finally (c) love is an ego deficiency.

### A. Personality deficiencies in the teenage couple

Havighurst (1962) in his River City study found that girls who



married at seventeen or eighteen when compared with those who married at eighteen or nineteen had lower scores in social leadership and higher scores in withdrawn maladjustment. For the boys who married at seventeen or younger there were strong maladjustment scores, those who married at eighteen or nineteen had lower leadership scores, higher aggression scores, and poor social adjustment in school. He also found that girls who had very high scores for maladjustment in the sixth and seventh grades, tended to marry young. Of 16 girls in the top ten percent of aggressive maladjustment, nine dropped out of school and were married and a tenth was married as soon as she graduated from school.

Vincent (1964) in a follow-up study of 517 high school subjects who completed the California Psychological Inventory and a 12-page questionnaire were asked to repeat the test and questionnaire five years later. He found that the young marriers had less favorable personality characteristics than did the older marriers. Prior to their marriage both males and females who subsequently became young marriers had the lowest (generally less favorable) mean scores on at least three-fourths of the 18 CPI scales. Two of the four scales on which the young male marriers did score highest were "achievement via conformance" and "femininity"; both of which in combination with their low "dominance" score can be interpreted as indicative of less favorable personality profiles.

These findings by Havighurst and Vincent were also supported by Elder (1972) and Burchinal (1959). Elder measured the psycho-





logical state of his female subjects while in adolescence. These measures included indexes of emotionality based on responses by the subjects and their mothers, and both self and staff ratings of social status with peers. Girls who married before the age of 20 scored higher on emotionality and desire for social status and were significantly lower on actual social status than were other girls of high school age. Burchinal, using the Edwards Personal Preference Schedule found in his sample of non-premaritally pregnant married girls when compared to an absolutely matched control group that the former were less autonomous than the control girls.

In a comprehensive study by Moss and Gingle (1959) to study and compare the characteristics of females who marry early and those who marry later discovered similar results. Their sample was composed of 3456 girls from grades nine to twelve enrolled in vocational homemaking classes in seventy-two high schools in Nebraska. Each girl was administered the Mooney Problem Check List and the Minnesota Personality Scale. In addition each girl was asked to complete a short questionnaire and an opinionaire developed by the researchers. Of these girls, 313 married before the age of twenty. These were matched with a control group of girls who had not married. Compared on the basis of the original data the findings point to the significant fact that girls who marry early tend to be emotionally less stable than those who marry at a later age.

These studies indicate a less favorable personality in the young marrier. The majority of studies have been with female sub-



jects, but Vincent's study would indicate that the same is true for young male marriers. Earlier the stability and satisfaction of these youthful marriages was discussed. The statistics indicated a rather dismal picture. This has led some investigators to research the relationship between personality variables and marital adjustment. It was found that the less favorable personality variables in the teenage couple were a contributing factor to later disenchantment or break-up. Murstein and Glaudin (1968) using the MMPI discovered that many persons seeking marriage counselling display prominent psychiatric symptoms and often have personality characteristics poorly suited for an intimate relationship. It is not clear, however, whether these personality characteristics produce marital problems or marital problems produce the personality types.

Burgess and Wallin (1953) reviewed the findings of earlier investigators regarding the relationship between personality and marital adjustment. They found that the happily married are characterized as emotionally stable, considerate of others, yielding, companionable, and emotionally dependent. The unhappily married showed opposite tendencies.

Barton and Cattell (1972) found the personality structure of spouses enjoying a stable marriage were more similar to each other than personalities involved in an unstable marriage. Barton also found that high ego strength correlated with sexual gratification, togetherness and role sharing.



Thus far this review indicates that in the teenage couple there tends to be personality deficiencies. These deficiencies are often seen as contributing to unstable and unsatisfactory relationships. If this is so, does it answer the question: "why" do teenagers marry? What psychological dynamics are at work in such a relationship? Donny Osmond, the teenagers idol, sings: "Love me for a reason and let the reason be love". But, what is love? Robert Winch, Stanton Peele and Floyd Martinson give us their perception.

#### B. Love is a fulfillment of ones needs

Robert Winch (1958) bases his theory of complementary needs on H.A. Murray's definition of needs. For Murray a need is a construct which stands for a force which organizes our thought processes and actions in such a way as to change an existing, unsatisfactory situation. For Winch, love is an expression of an individual's need system which the individual seeks to complete through his partner.

In our society, love is the basic characteristic which attracts a man and a woman to each other. Love is the precondition for marriage. Winch reasons that when a man and woman are in love there is something about the relationship which causes each to want to be with the other. Since each person is engaged in this goal-directed behavior in order to be satisfied, it seems logical to say that a need is gratified. "The lover looks to the loved one - or loved thing - for the fulfillment of his needs" (1958, p 43).



Winch claims that psychoanalysts have tended to see mate-selection as taking place on the basis of complementary neuroses. He quotes Pietrowski and Dudek as saying: "Complementation implies that two people are attracted to each other on the basis of their healthy or neurotic need for the purpose of maintaining and developing their habitual needs and goals (p 65).

In other words, the kind of needs which people have leads them to seek a particular kind of person to associate with in marriage. "Love is the positive emotion experienced by one person in an interpersonal relationship in which the second person either (1) meets certain important needs of the first or (2) manifests or appears to manifest personal attributes highly prized by the first, or both" ( p 88).

When seeking a mate each individual seeks within the field of eligibles that person who has the greatest potential for providing the maximum need fulfillment. This is the basic principle of mate selection in our North American society.

To test his theory Winch used 25 married couples from the undergraduate population at North Western. These couples were matched according to age, length of marriage, region of residence, socio-economic status and education. Five sets of data were obtained on the same set of 25 couples. Results indicated that three sets of data supported the general hypothesis of complementary needs and two did not. The degree of association was low but significant in the first three.





In conclusion Winch states that not all of the variation in mate selection among the 25 couples can be accounted for by complementariness, but it appears that complementariness is probably one of the determinants. Perhaps the same could be said when speaking of our young marriers. One variable operating may be that the teenager seeks in his or her partner the fulfillment of some basic needs for loyalty and love.

### C. Love is a dependency

An interesting and exciting book by Stanton Peele (1975) reveals another reason why some couples marry. The author sheds a plausible light on the fact that love is oftentimes an addiction.

Ideally love and addiction are polar opposites. Nothing could be further removed from the experience of genuine love - conceived as a commitment to mutual growth and fulfillment - than the self-seeking dependency called addiction. According to Peele, what we often call "love" is really an addiction- a sterile, ingrown relationship with another person serving as the object of our need for security.

Peele found that relationships which supposedly had some notion of growing together were actually based on security and the comfort of spending as much time as possible with someone totally sensitized to ones needs. The point made here is that love is not like an addiction but is an addiction.

Drug researchers like Isidor Chein (1969), Charles Winick (1961) and Norman Zinberg (1964) have shown convincingly that it is not drugs



that addict people but people who addict themselves. Addiction is not a chemical reaction. Addiction is an experience. In order to truly understand addiction we have to start looking at people and what makes them dependent.

What makes an addict? "The answer lies in those aspects of a person's history and social setting which leave him in need of outside help in order to cope with the world" (op cit p. 32). The person characterizes himself as weak, incompetent and lacking personal wholeness.

Peele reports a study by Lasagna (1954) who found that patients who accepted a placebo as a pain killer as compared to those who did not were also more likely to be satisfied with the effects of morphine itself. From interviews and Rorschach tests some generalizations about the placebo reactors emerged. They all considered hospital care "wonderful", were more cooperative with staff, were more active churchgoers, and used conventional household drugs more than non-reactors. They were more anxious and more emotionally volatile, had less control over the expression of their instinctual needs and were more dependent on outside stimulation than their own mental processes, which were not as mature as those of non-reactors.

If addiction is known not to be primarily a matter of drug chemistry or body chemistry - why not interpersonal addiction? In a society where the thrust is to find that special person, could it not be conceivable that some young people find each other and grow secure in their relationship fearing to be left alone. Thus two



underdeveloped egos merge into what D.H. Lawrence calls an égoïsme à deux. Two people band together not because of love or an increasing understanding of each other but because of lack of self-assurance and dependency needs. They truly become "hooked" onto each other.

#### D. Love is an ego deficiency

Floyd Martinson (1955) studied the hypothesis that: "Other things being equal, persons who marry (early) demonstrate greater feelings of ego deficiency than persons who remain single (and marry later)" (p 162). The study data was drawn from the high school records of 604 girls who participated in the research. By 1950 when the marital status was checked, 131 of the girls were married and 473 were single. The two groups were individually paired according to sex, age, intelligence, position in the family, nationality, father's occupation, community and amount of education. The difference between mean scores on the Adjustment Inventory and the California Test of Personality are in favor of the single girls. The difference in total adjustment was statistically significant. The single girls reported better mental health adjustment, were more aggressive socially, and were better adjusted emotionally. They tended to be more self-reliant, had a greater sense of personal freedom, showed less tendency to withdraw and were more appreciative of accepted social standards.

Later (1959) using a male sample, Martinson tried to study whether early marriage for males was also preceded by an ego deficiency.



Here, Martinson studied males who had married within five years after their graduation from high school. Of the 528 males involved, 355 were married and 173 were single. The men were matched according to seven variables. After pairing the sample was reduced to 64. The t-test comparisons were made on indices of adjustment for the two groups. Results indicated that single males show greater signs of personal and social adjustment. The emotional adjustment score is significant. In fact, males who married within one year of graduation showed lower mean emotional adjustment scores than those who married later.

If we can presume that most males married within one year of graduation are still under 20, then we can assume that there appears to be a lower emotional adjustment in the teenager as compared to his older counterpart.

The studies reported in this chapter point to the fact that the teenage person tends to early marriage for a variety of reasons. Some have speculated that the reason is to be found in the social environment, the milieu, which provides the reinforcing condition for early marriage. Others have examined psychological factors. In all probability neither the social or psychological factors can be considered independently, for both no doubt contribute towards a decision to early marriage.

All of the psychological studies reported indicate a tendency in the young marrier to have personality deficiencies when compared





to those who marry later. Whether the deficiencies are viewed as a result of arrested ego development, an addictive dependency or a fulfillment of ones needs. The common underlying thread suggests that something unique is happening in the personality dynamic of the early marrier. Furthermore, when this dynamic is measured by personality inventories there appears to be an absence, a less favorable personality profile which emerges. One can hypothesize in conclusion that it may be the immature or not so well adjusted person to whom early marriage has its strongest appeal.



## CHAPTER 3

### PROCEDURE AND DESIGN

All of the research reviewed in chapters one and two indicates that chronological age at the time of marriage is positively correlated to the success and stability of a marital relationship. In an attempt to explore the cause and effect of a decision to marry early by a youthful couple, chapter one dealt with the characteristics of teen-age couples. The following chapter explored some of the motivating factors leading to such a decision. It was concluded that early marriage seems to attract people with distinct personality traits as contrasted to couples who marry at a later age. This supposition leads to the hypotheses underlying the present study.

#### THE HYPOTHESES

In order to assess whether the personality traits of teenage couples are significantly different from their older counterparts the following hypotheses were generated:

1. That teenage couples when compared with older couples will score significantly lower (will have a significantly less favorable direction) on the personality assessment profile of the California Psychological Inventory (CPI).
2. That teenage couples will be significantly less emotionally and socially adjusted as measured by Factors I and II on the CPI (using Megargee's (1972) factor groupings).



3. That teenage couples will have a significantly lower capacity for independent thought and action as measured by Factor III on the CPI.
4. That teenage couples will be significantly less conventional as measured by Factor IV on the CPI.
5. That teenage couples will differ significantly from older couples in the measurement of their love relationship as assessed by the Caring Relationship Inventory (CRI).
6. That teenage couples will differ significantly from non-teen couples in their romantic ideals as measured by the Eros scale on the CRI.
7. That teenage couples in contrast to older couples will be significantly different in their self-love ratings, and their affection, friendship and empathic love for their partners.

### The Collection of Data

The author was a co-host for a pre-marriage course offered by the Roman Catholic Archdiocese of Edmonton. This course is strongly recommended to any couple planning to marry in the Catholic church in Edmonton. The course is compulsory for teenage couples (see appendix B). The author obtained permission to address the group on the first evening of the course in order to explain the nature of the present study and to ask for volunteers. It was further explained that any volunteer couple wishing feedback on the test results would receive it. In fact all couples participating received a profile of their results with a brief explanation of their scores.



The first week 132 couples (264 individuals) agreed to take the Caring Relationship Inventory (CRI). The next week volunteers were asked to take the California Psychological Inventory (CPI). Only 186 individuals decided to stay and complete this second test. The difference between the two groups can be partially accounted for by absenteeism and the length and nature of the second test. It seems that engaged couples are more ready to reveal their love for each other than they are to reveal personality dimensions. Some couples expressed concern and reservation that the test was "too personal" that they "didn't like answering all those questions". Consequently some forms were returned incomplete and not scored.

### The Sample

The sample was divided into two groups according to the operational definition discussed earlier, i.e. when one or both partners are under 20 they are ascribed to the teen group. Those partners who belonged to a teen dyad were separated from those who belonged to a non-teen dyad. There were 152 non-teens and 112 teens who took the CRI. Of the 152 non-teens, 76 were male and 76 were female. The teen group was composed of 56 males and 56 females. One hundred and eighty-six volunteers took the CPI. This group broke down into 103 non-teens and 83 teens. In the non-teens' group there were 50 males and 53 females. In the teen group 41 were male and 42 were female.





### Distribution by Age

Table I gives the mean age and range of each group in the sample. The majority of the females in the non-teen groups are between 20 and 22, the majority in the teen groups are 18 and 19.

TABLE I

#### DISTRIBUTION BY AGE OF RESPONDENTS

| TEST | GROUP    | SEX    | MEAN AGE | AGE RANGE | % AGE |
|------|----------|--------|----------|-----------|-------|
| CPI  | Non-Teen | Male   | 24.3     | 20 - 25   | 72%   |
|      |          |        |          | 26 - 30   | 22%   |
|      |          |        |          | 31 +      | 6%    |
| CPI  | Non-Teen | Female | 22.8     | 20 - 25   | 78.5% |
|      |          |        |          | 26 - 30   | 17.5% |
|      |          |        |          | 31 +      | 4 %   |
| CPI  | Teen     | Male   | 20.8     | 18 - 20   | 49%   |
|      |          |        |          | 21 - 25   | 51%   |
| CPI  | Teen     | Female | 18.2     | 16 - 19   | 95%   |
|      |          |        |          | 20        | 5%    |
| CRI  | Non-Teen | Male   | 24.3     | 20 - 25   | 73%   |
|      |          |        |          | 26 - 30   | 20%   |
|      |          |        |          | 31 +      | 8%    |
| CRI  | Non-Teen | Female | 23.0     | 20 - 25   | 82%   |
|      |          |        |          | 26 - 30   | 15%   |
|      |          |        |          | 31 +      | 3%    |
| CRI  | Teen     | Male   | 21.7     | 18 - 20   | 41%   |
|      |          |        |          | 21 - 25   | 52%   |
|      |          |        |          | 26 +      | 7%    |
| CRI  | Teen     | Female | 18.1     | 16 - 19   | 95%   |
|      |          |        |          | 20        | 5%    |

The male groups have a wider range and tend to be older than their female counterparts. The majority of males in the non-teen groups



are between 20 and 24 and in the teen group from 18 to 21. The overlap in ages of the two male groups is due to our operational definition where a person is ascribed to a teen group when one or both are under 20. Since men tend to marry younger females many over-20 men are part of the male teen group.

### Distribution by Religious Affiliation

As would be expected the majority of the respondents are Catholics of the Roman and Ukranian Church. About 60% of the male respondents and over 70% of the female respondents are Catholics. Table 2 shows the distribution by religious affiliation of the groups.

### Distribution by Education

Table 3 shows that the majority of teen couples have only completed a high school education. Non-teen couples are split 50-50 between those who have a high school education and those who have post-secondary schooling. This appears to uphold the observations of researchers mentioned earlier who pointed out that teenage couples tend to have less education than older couples.

In summary, the tables of distribution indicate that the sample used for this present study is typical of teen and non-teen couples in the general population. According to research reviewed in the previous chapters non-teen couples tend to have more formal education and appear to be less conventional in religious practice than teen couples. This latter observation is particularly striking



TABLE 2  
DISTRIBUTION BY RELIGION OF RESPONDENTS

| TEST | GROUP    | SEX    | RELIGIOUS AFFILIATION | PERCENTAGE DISTRIBUTION |
|------|----------|--------|-----------------------|-------------------------|
| CPI  | Non-Teen | Male   | Catholic              | 60%                     |
|      |          |        | Non-Catholic          | 40%                     |
|      |          | Female | Catholic              | 70%                     |
|      |          |        | Non-Catholic          | 30%                     |
| CPI  | Teen     | Male   | Catholic              | 63%                     |
|      |          |        | Non-Catholic          | 37%                     |
|      |          | Female | Catholic              | 81%                     |
|      |          |        | Non-Catholic          | 19%                     |
| CRI  | Non-Teen | Male   | Catholic              | 58%                     |
|      |          |        | Non-Catholic          | 42%                     |
|      |          | Female | Catholic              | 71%                     |
|      |          |        | Non-Catholic          | 29%                     |
| CRI  | Teen     | Male   | Catholic              | 61%                     |
|      |          |        | Non-Catholic          | 39%                     |
|      |          | Female | Catholic              | 80%                     |
|      |          |        | Non-Catholic          | 20%                     |

in the female sample where 80% of the females in the teen group were Catholics as compared to only 70% in the non-teen group.

#### Instruments Used to Collect Data

Data pertaining to the personality dimensions of the two groups and their distribution into teens and non-teens was obtained from:

- a) a questionnaire completed by the respondents,
- b) the results of the California Psychological Inventory and
- c) the results of the Caring Relationship Inventory which was completed by the respondents.



TABLE 3  
DISTRIBUTION BY EDUCATION OF RESPONDENTS

| TEST | GROUP    | SEX    | EDUCATION        | PERCENTAGE<br>DISTRIBUTION |
|------|----------|--------|------------------|----------------------------|
| CPI  | Non-Teen | Male   | High School      | 46%                        |
|      |          |        | Technical School | 10%                        |
|      |          |        | University       | 44%                        |
|      |          | Female | High School      | 49%                        |
|      |          |        | Technical School | 9%                         |
|      |          |        | University       | 41%                        |
| CPI  | Teen     | Male   | High School      | 80%                        |
|      |          |        | Technical School | 10%                        |
|      |          |        | University       | 10%                        |
|      |          | Female | High School      | 81%                        |
|      |          |        | Technical School | 5%                         |
|      |          |        | University       | 14%                        |
| CRI  | Non-Teen | Male   | High School      | 49%                        |
|      |          |        | Technical School | 7%                         |
|      |          |        | University       | 45%                        |
|      |          | Female | High School      | 48%                        |
|      |          |        | Technical School | 7%                         |
|      |          |        | University       | 45%                        |
| CRI  | Teen     | Male   | High School      | 75%                        |
|      |          |        | Technical School | 14%                        |
|      |          |        | University       | 11%                        |
|      |          | Female | High School      | 82%                        |
|      |          |        | Technical School | 5%                         |
|      |          |        | University       | 13%                        |

### The Questionnaire

Data pertaining to the selected background characteristics of the respondents was collected through the use of a questionnaire. The questionnaire is used as a registration procedure for all couples taking the pre-marriage course. The questions seek information





regarding name, age, sex, religious affiliation and parish (see Appendix A).

### The California Psychological Inventory (CPI)

The raw scores of the CPI tests were used as the main source of information for the personality profiles of the respondents. This instrument developed by Gough in 1957 was designed to measure personality traits along multivariate dimensions. Lowell Kelly evaluated the CPI by saying: "All in all . . . . the CPI in this reviewer's opinion is one of the best, if not the best, available instrument of its kind" (Buros, 1972). Megargee in summarizing reviews on the CPI claims that (1972, p 5) "The CPI has achieved the status of a major personality assessment instrument".

The basic facts about the CPI are easily outlined. It is self-administered and designed for group administration. The test requires a fourth grade reading ability. There are no time limits but most subjects finish within an hour. Megargee (1972) states that "the content is geared more to students and young adults than to older groups".

There are a total of 480 true-false items on the CPI (See Appendix C). The items refer to typical behaviour patterns and customary feelings, opinions and attitudes on a wide range of subjects. There is a notable lack of symptom-oriented material in the CPI especially when compared with the MMPI. Responses form the basis for 18 scales based on a set of "folk concepts". The



eighteen personality measurement scales follow (Gough, 1975. p. 10-11).

Class I. Measures of Poise, Ascendancy, Self-Assurance, and Interpersonal Adequacy.

1. Dominance (Do) used to assess factors of leadership ability, dominance, persistence, and social initiative.
2. Capacity for Status (Cs) Used to serve as an index of an individual's capacity for status (not his actual or achieved status). This scale attempts to measure the personal qualities and attributes which underlie and lead to status.
3. Sociability (Sy) Used to identify persons of outgoing, sociable, participative temperament.
4. Social presence (Sp) Used to assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.
5. Self-acceptance (Sa) Used to assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.
6. Sense of well-being (Wb) Used to identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

Class II. Measures of Socialization, Responsibility, Interpersonal Values and Character.

7. Responsibility (Re) Used to identify persons of conscientious, responsible, and dependable disposition and temperament.



8. Socialization (So) Used to indicate the degree of social maturity, integrity, and rectitude which the individual has attained.
9. Self-control (Sc) Used to assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centredness.
10. Tolerance (To) Used to identify persons with permissive, accepting, and non-judgement social beliefs and attitude.
11. Good impression (Gi) Used to identify persons capable of creating a favorable impression, and who are concerned about how others react to them.
12. Communality (Cm) Used to indicate the degree to which an individual's reactions and responses correspond to the modal (common) pattern established for the inventory.

Class III. Measures of Achievement Potential and Intellectual Efficiency.

13. Achievement via conformance (Ac) Used to identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.
14. Achievement via independence (Ai) Used to identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.
15. Intellectual efficiency (Ie) To indicate the degree of personal and intellectual efficiency which the individual has attained.



Class IV. Measures of Intellectual and Interest Modes

16. Psychological mindedness (Py) Used to measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

17. Flexibility (Fx) Used to indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

18. Femininity (Fe) Used to assess the masculinity and femininity of interests.

Megargee (1972) has factor analyzed the CPI and named four principal factors. Factor I is the largest factor and labelled general adjustment. The second largest factor (II) extracted is the interpersonal or person orientation factor. Factor III has received such names as capacity of independent thought and action, while factor IV seems to reflect conventionality. A factor V which often does not appear reflects emotional sensitivity.

The CPI has been extensively researched and seems to be favored by many investigators. Low scores on some scales have been found to characterize delinquents, criminals, unwed mothers, marijuana and cigarette smokers, bright underachievers, alcoholics, cheaters - and psychologists. According to Megargee (1972 p. 251) "The range of other research applications of the CPI is limited only by the imagination of investigators".





### The Caring Relationship Inventory (CRI)

A measure of the love relationships of the two groups (teens and non-teens) was obtained from raw scores on the CRI. The CRI developed by Everett Shostrom in 1966 is an attempt to measure the basic elements of love or caring in human relationships. The theoretical guidelines used in developing the inventory were based on the writings of Fromm, Lewis, Maslow and Perls. The inventory consists of 83 non-overlapping items concerning feelings and attitudes of one member of a dyad towards another in a relationship. Responses are either true or false as they apply to the other member of a pair. Two forms are used, one for male and another for female respondents (See Appendix D).

Shostrom(1975 p.3) claims that "the CRI has been widely used in counselling and therapeutic settings as well as in marriage and family courses as a springboard for discussion".

Five elements of love as measured by the 83 CRI items were used for this study. These scales as described by Snostrom (1975 p.3-4, 11-12) are:

1. Affection - Affection is defined as caring for another person as a parent does for a child. It is the helping, nurturing form of love, and unconditional giving or acceptance of another.
2. Friendship - Friendship is a love of equals. It is based on common interests and respect for each other's uniqueness and individual identity.



3. Eros - Eros is romantic, sexual love. It includes such factors as inquisitiveness, jealousy and exclusiveness as well as sexual or pure carnal desire.

4. Empathy - Empathy is the altruistic, charitable form of love which is expressed by a deep feeling for another person's "personhood". It involves compassion, appreciation and tolerance.

5. Self-love - Self-love is the ability to accept oneself with ones strengths as well as ones weaknesses.

The scales of this test have a split-half reliability ranging from .66 to .87 based on a sample of successfully married couples, troubled couples and divorced individuals. An individual's score is plotted on the profile sheet which shows the person's standing in terms of standard scores based on a sampling of successfully married couples. Standard scores of 50 reflect the relative standing of the average successful couple. This sample was composed of 75 couples, who had been married at least 5 years, and had reached a satisfactory adjustment in their relationship. Scores of troubled couples and divorced individuals indicated significant differences from the successfully married couples.

In reviewing the CRI Albert Ellis (1972) says "In spite of its limitations, the Caring Relationship Inventory appears to be an interesting research instrument. Its clinical usefulness, especially when employed in assessment and treatment of married couples, seems as yet far from justified. But as part of a research battery,



and as an instrument for investigating some of the characteristics and forms of love, it may have some value".

Kelley (1974 p 220-221) states that "Shostrom's careful work may well lay the foundation for a more accurate measurement and understanding of the elusive quality of love . . . . with such a test, we can begin to answer the question of what love means and how stable and lasting it is".

### The CPI and CRI and the Engaged Couple

Commenting on marital research and the use of the CPI, Megargee (1972 p 213) states that "surprisingly little work has been done on the relation of the CPI to marital adjustment". One could also say that surprisingly little has been done with the CPI and the more global field of marriage.

Ziegler, Rodgers and Kreigsman (1966) studied the before and after personality patterns of couples that elected for a man to have a vasectomy. They found that men scheduled for a vasectomy were significantly higher on the Socialization scale than men in the comparison group.

In another study by Rodgers and Ziegler (1968) forty-two couples using oral contraceptives served as subjects for an investigation of the differences between couples who stop using oral contraceptives and those who continue their use. Significant differences were found on certain scales of the CPI between the two groups.

Aller (1963) studied the marital adjustment of one hundred



student couples at the University of Idaho. Aller found that Self-Control and Responsibility scales of the CPI had significant correlations with adjustment in the husband and Self-Control correlated positively with adjustment in the wives.

Vincent (1964) and Havighurst (1962) both used the CPI in their studies of teenage couples. Havighurst used the CPI as a part of a battery to measure personal and social adjustment as predictive of success or failure in school. He also found that girls who married at seventeen or eighteen when compared with girls who married later had lower scores in social leadership and higher scores in withdrawn maladjustment. Boys married at seventeen or eighteen had strong maladjustment scores, higher aggression scores, and poor social adjustment. Vincent found that the young marriers had less favorable personality characteristics than did the older marriers. Prior to their marriage both males and females who subsequently became young marriers had the lowest mean scores on at least three-fourths of the 18 CPI scales.

From these studies of the research applications of the CPI, it can be seen that it is an appropriate instrument to study personality differences in couples preparing for marriage. These studies have shown that the CPI can be used to test the personality differences resulting from the most intimate decisions of a couple to measuring the maturity of couples entering into a relationship. Another dimension of a marriage relationship is the quality of love that exists between a husband and wife. In fact one could say that love is the





sine qua non of an actualizing marriage, and is the foundation on which the relationship must be based. The Caring Relationship Inventory has been used to measure the various forms of love that exist between a couple.

Kelly (1974 p 221) claims that he has administered the CRI to over five hundred college students and also to many of their partners. Interviews with the majority of those students have confirmed the usefulness of the inventory in measuring love relationships, particularly he notes on the negative end of the scale. Kelly further states that the inventory has also proven to be of value to couples who have moved beyond the first stages of a relationship and wish to evaluate their relationship at a more advanced stage.

Pang and Frost (1968) using the CRI attempted to assess the differences in attitudes of student couples who belonged to Greek and Independent groups and who were going steady or engaged. They found that subjects obtained high scores like those of happily married couples. Engaged couples expressed a more intense relationship than steady couples. Engaged couples also affirmed more satisfaction with romantic and sexual love as measured by the Eros scale than did steady couples

### Treatment of Data

All data gathered from the raw scores of the CPI and CRI inventories as well as from the registration questionnaire were transferred to data sheets. All data were subsequently transferred to computer



punch cards for analysis of the difference between the means of the two groups and a one-way multivariate analysis of variance.



## CHAPTER 4

### ANALYSIS AND FINDINGS

In this chapter the statistical analysis and findings of this study are presented. The discussion will center around the statistical analyses used and then proceed to examine each hypothesis in the light of the findings.

#### Statistical Analysis

The purpose of this study is to examine the personality differences between two groups of people who enter into a marriage relationship, namely, teen couples and non-teen couples. Two inventories were administered these groups, the CPI with 18 variables and the CRI with 5 variables. The analysis of these data involve the two groups and number of variables. The hypotheses concern the significance of the difference between the two group mean vectors. Cooley and Lohnes (1962), and Morrison (1967) discuss the use of a test devised by Hotteling called  $T^2$ . Hotteling's  $T^2$  is a generalization of Student's  $t$  test to multidimensional variables. The null hypothesis for the  $T^2$  becomes:

$$H_0: \begin{bmatrix} \mu_1 \\ \vdots \\ \mu_p \end{bmatrix} = \begin{bmatrix} \mu_{01} \\ \vdots \\ \mu_{0p} \end{bmatrix}$$

The mere significance of the  $T^2$  statistic does not show which variables would lead to the rejection of the hypothesis. However,



simultaneous comparisons of the linear compound of the differences of the sample mean vectors is possible. This yields a confidence region for each variable and shows the significance of each variable.

The  $T^2$  test of the null hypothesis of the equality of the mean vectors assumes that the two groups have common dispersion. The dispersion of the two samples in the present study is confounded by the age variable. Since age and maturity are known to be closely correlated, and the aging process itself may account for changes in personality and the expression of love, it is necessary to control for the effect of this variable. This was accomplished by using a fixed effect model one way multivariate analysis of variance with concomitant variable control.

#### Hypothesis #1

That teenage couples when compared with older couples will score significantly lower (will have a significantly less favorable direction) on the personality assessment profile of the California Psychological Inventory.

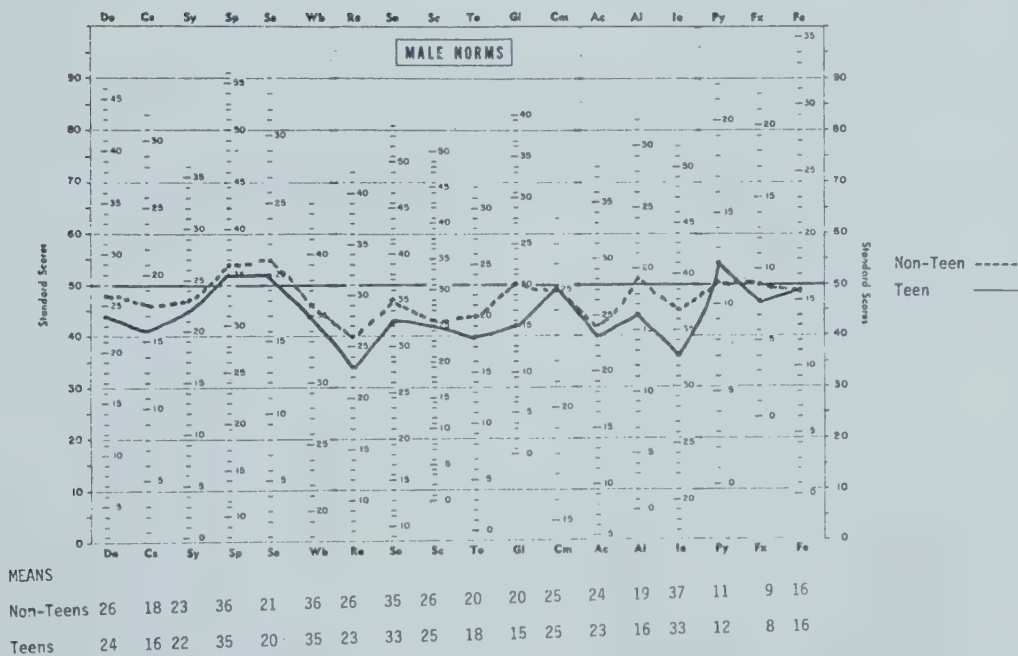
Findings: Table 4 and Figure 5 show the means and profiles for males in the teen and non-teen groups. A cursory glance shows that all the teen scores are lower than the non-teen scores. The Hotelling  $T^2$  of the means shows a significant difference between the two groups at the .05 level (probability = .03558). The male partner in a teen marriage has a significantly less favorable profile than the male partner in a non-teen marriage.





FIGURE 5

## MEANS FOR MALES ON THE CALIFORNIA PSYCHOLOGICAL INVENTORY

PROFILE SHEET FOR THE *California Psychological Inventory*: MALE

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Is this difference due solely to age or are there other factors accounting for the significant difference between the two groups? The hypothesis that the covariate effect is null was accepted at the .007 level of significance. Therefore, when the estimated effects of age were removed statistically, the difference between the two groups remained significant at the .05 level (probability = .04551). The age variable in this case does not effect an influence on the difference between the two groups. Hypothesis number one is accepted for male partners.

TABLE 4

## MEANS FOR MALES ON THE CALIFORNIA PSYCHOLOGICAL INVENTORY

| SCALE                                 | MEANS    |       |
|---------------------------------------|----------|-------|
|                                       | NON-TEEN | TEEN  |
| 1. Dominance (Do)                     | 26.30    | 24.00 |
| 2. Capacity for Status (Cs)           | 17.80    | 15.54 |
| 3. Sociability (Sy)                   | 22.98    | 22.12 |
| 4. Social Presence (Sp)               | 35.96    | 34.51 |
| 5. Self-acceptance (Sa)               | 21.34    | 20.02 |
| 6. Sense of well-being (Wb)           | 35.80    | 34.54 |
| 7. Responsibility (Re)                | 25.70    | 23.12 |
| 8. Socialization (So)                 | 34.66    | 32.49 |
| 9. Self-control (Sc)                  | 26.42    | 25.46 |
| 10. Tolerance (To)                    | 20.04    | 17.61 |
| 11. Good impression (Gi)              | 19.94    | 15.22 |
| 12. Communality (Cm)                  | 24.96    | 24.71 |
| 13. Achievement via conformance (Ac)  | 24.40    | 23.02 |
| 14. Achievement via independence (Ai) | 18.62    | 15.93 |
| 15. Intellectual efficiency           | 37.14    | 33.05 |
| 16. Psychological mindedness (Py)     | 10.96    | 11.73 |
| 17. Flexibility (Fx)                  | 9.42     | 8.29  |
| 18. Femininity (Fe)                   | 16.10    | 15.76 |



TABLE 5

MEANS FOR FEMALES ON THE CALIFORNIA PSYCHOLOGICAL INVENTORY

| SCALE                                 | MEANS    |       |
|---------------------------------------|----------|-------|
|                                       | NON-TEEN | TEEN  |
| 1. Dominance (Do)                     | 26.25    | 22.07 |
| 2. Capacity for Status (Cs)           | 18.51    | 15.21 |
| 3. Sociability (Sy)                   | 23.74    | 22.19 |
| 4. Social Presence (Sp)               | 35.30    | 32.29 |
| 5. Self-acceptance (Sa)               | 21.21    | 19.12 |
| 6. Sense of well-being (Wb)           | 34.83    | 31.91 |
| 7. Responsibility (Re)                | 29.76    | 26.21 |
| 8. Socialization (So)                 | 38.19    | 35.17 |
| 9. Self-control (Sc)                  | 28.92    | 26.33 |
| 10. Tolerance (To)                    | 21.51    | 17.69 |
| 11. Good impression (Gi)              | 15.30    | 14.79 |
| 12. Communality (Cm)                  | 25.68    | 24.91 |
| 13. Achievement via conformance (Ac)  | 26.13    | 22.24 |
| 14. Achievement via independence (Ai) | 19.70    | 16.00 |
| 15. Intellectual efficiency (ie)      | 36.64    | 32.41 |
| 16. Psychological mindedness (Py)     | 11.40    | 9.69  |
| 17. Flexibility (Fx)                  | 9.51     | 8.55  |
| 18. Femininity (Fe)                   | 25.45    | 24.26 |

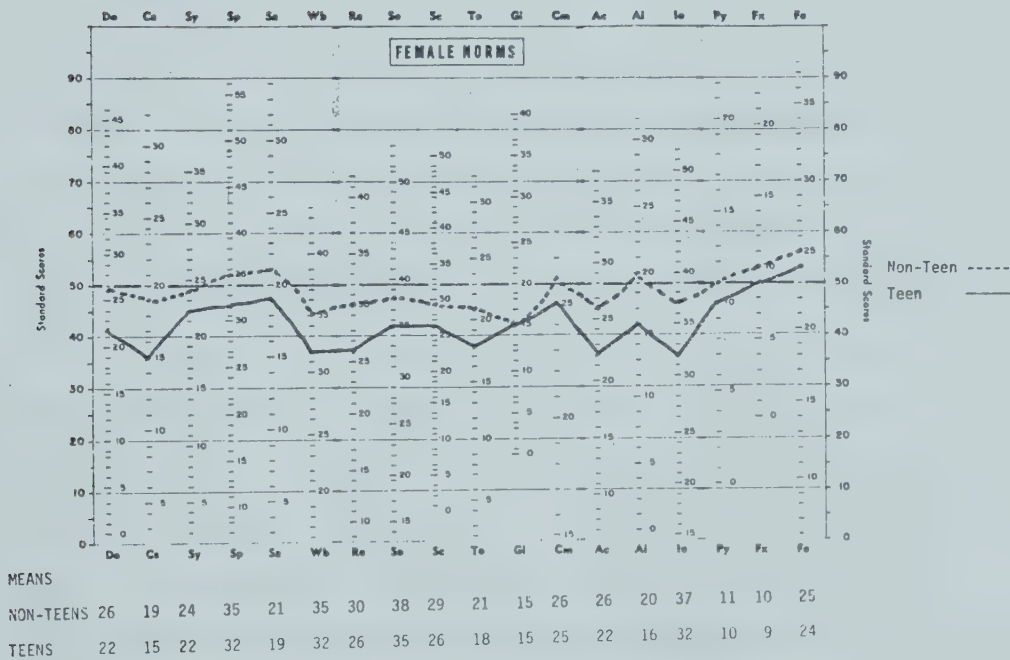
Table 5 and Figure 6 show the means and profiles for females in the teen and non-teen groups. Again notice overall depressed scores between the two groups in direction of the teens. Non-teens appear to have a more favorable profile. In fact when the Hotelling  $T^2$  is used to measure the difference of the vector means there is a significant difference at the .01 level (probability = .0063). However, the hypothesis that the age covariate effect is null is rejected. Further when the effect of the covariate is re-



FIGURE 6

MEANS FOR FEMALES ON THE CALIFORNIA PSYCHOLOGICAL INVENTORY

PROFILE SHEET FOR THE *California Psychological Inventory*: FEMALE



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moved the difference between the two groups is no longer significant (probability = .114). It would seem therefore that the effect of age accounts for most of the difference between the two groups.

Hypothesis one is accepted for the male sample but rejected for the female sample.

### Hypothesis #2

That teenage couples will be significantly less emotionally and socially adjusted as measured by Factors I and II on the CPI (using Megargee's (1972) factor groupings).

Findings: Factors I and II attempt to measure general adjustment and social poise. Under general adjustment are the scales measuring self-control, good impression, well-being, tolerance and achievement via conformance. Social poise takes in dominance, capacity for status, sociability, social presence and self-acceptance.

When the difference of the sample mean vectors are individually compared, i.e. variable I of the teen sample = variable I of the non-teen sample, no significant differences appear. Overall there is a significant difference for the male sample but one cannot determine which specific variables are responsible for this difference. The female sample, on the other hand, had significant differences between teen and non-teens, however, once the estimated effects of age were removed these differences were no longer statistically significant.

In summary, as one looks at the general adjustment and social poise factors there appears to be no significant difference between teen and non-teen couples in either males or females on the scale



measuring these two dimensions of personality. Therefore, hypothesis number two is rejected.

### Hypothesis #3

That teenage couples will have a significantly lower capacity for independent thought and action as measured by Factor III on the CPI.

Findings: Megargee (1972) includes under this factor heading the scales measuring achievement via independence, flexibility, tolerance, and intellectual efficiency. Again this study could find no significant difference for either males or females in the two groups.

Therefore, hypothesis number three is rejected.

### Hypothesis #4

That teenage couples will be significantly less conventional as measured by Factor IV on the CPI.

Findings: Conventionality comprises the communality and socialization scales of the CPI. This study found no significant difference on these two scales between teen and non-teens for both the male and female samples.

Hypothesis number four is therefore rejected.

### Hypothesis #5

That teenage couples will differ significantly from older couples in the measurement of their love relationship as assessed



by the Caring Relationship Inventory.

Findings: Let us begin by looking at the female sample in this study. Table 6 shows the mean scores for teen and non-teens on the five scales of the CRI. Figure 7 shows the profile of the two groups with mean scores converted to standard scores.

TABLE 6  
MEANS FOR FEMALES ON THE CARING RELATIONSHIP INVENTORY

| SCALE         | MEANS    |       |
|---------------|----------|-------|
|               | NON-TEEN | TEEN  |
| 1. Affection  | 11.07    | 12.21 |
| 2. Friendship | 13.24    | 13.38 |
| 3. Empathy    | 11.36    | 12.20 |
| 4. Eros       | 13.23    | 13.61 |
| 5. Self-love  | 10.79    | 10.52 |

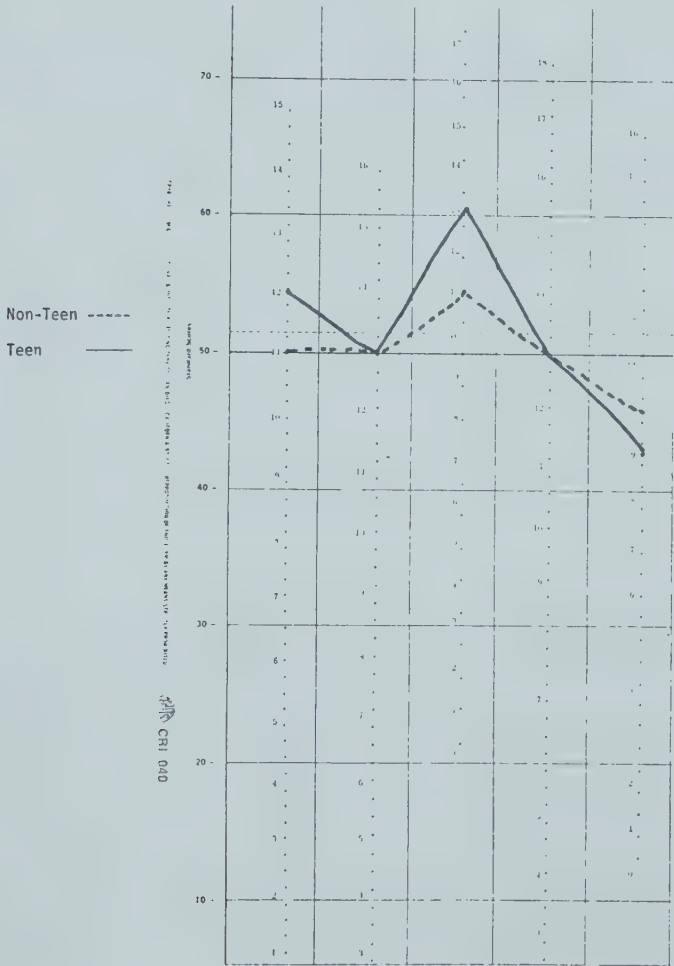
As one examines the two means one can notice a slightly more favorable direction for teens on all the scales except one, i.e. self-love. Using the  $T^2$  statistic to measure the difference of means it was found that a significant difference exists at the .01 level between the two groups (probability = .0195). When the hypothesis that the age covariate effect is null was tested it was rejected. Age does have an effect on the difference between the two groups. When this covariate effect was removed the probability was approaching the .05 level of significance (probability = .073). Thus it



FIGURE 7

MEANS FOR MALES ON THE CARING RELATIONSHIP INVENTORY

| Means     | AFFECTION | FRINDNESS | LOVE  | EMPATHY | ATTENTION |
|-----------|-----------|-----------|-------|---------|-----------|
| Non-Teens | 11.49     | 12.81     | 11.31 | 12.63   | 9.97      |
| Teens     | 12.07     | 12.70     | 13.02 | 12.75   | 9.43      |



PROFILE SHEET FOR THE CARING RELATIONSHIP INVENTORY





can be concluded that for the female sample there exists a trend towards a difference of love between teen and non-teen couples. This difference is partially accounted for by age but cannot be said to be entirely due to this variable.

When the male sample was analyzed the results were as shown in Table 7 and Figure 8. Table 7 shows the mean scores on the five scales for the two groups and Figure 8 displays their profiles.

TABLE 7

MEANS FOR MALES ON THE CARING RELATIONSHIP INVENTORY

| SCALE         | MEANS    |       |
|---------------|----------|-------|
|               | NON-TEEN | TEEN  |
| 1. Affection  | 11.49    | 12.07 |
| 2. Friendship | 12.81    | 12.70 |
| 3. Empathy    | 11.31    | 13.02 |
| 4. Eros       | 12.63    | 12.75 |
| 5. Self-love  | 9.97     | 9.43  |

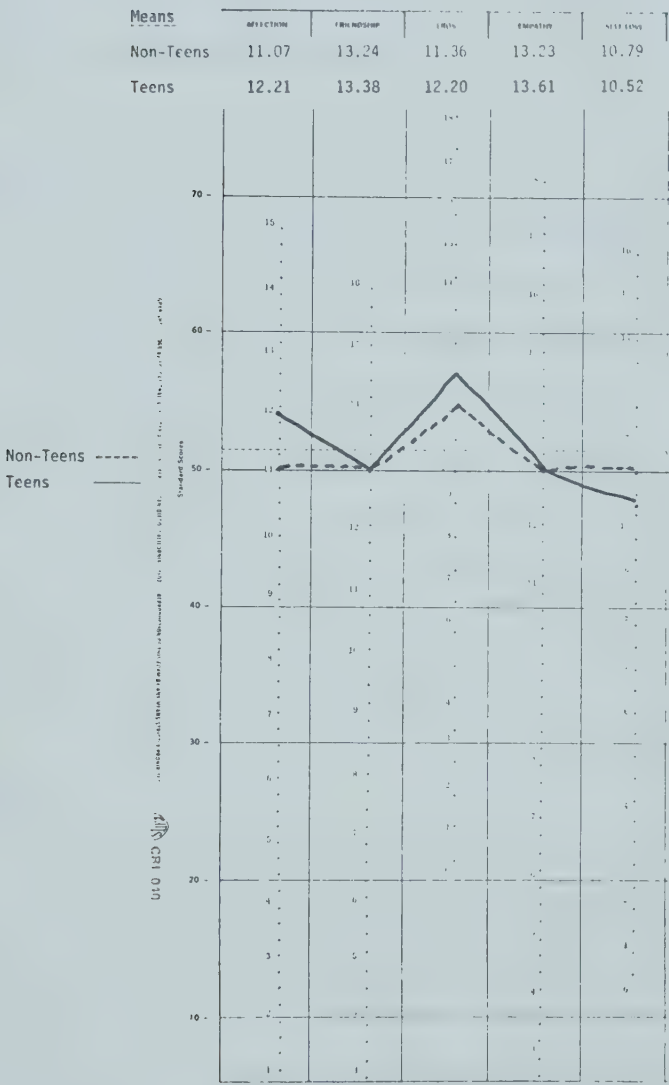
The two mean scores are not as homogeneously different as the female sample is. Teen males scored higher on affection, empathy and eros but lower than non-teens on friendship and self-love.

The  $T^2$  statistic reveals a significant difference on the means of the two samples at the .01 level (probability = .0087). Even with the effect of age removed the difference between the groups re-



FIGURE 8

MEANS FOR FEMALES ON THE CARING RELATIONSHIP INVENTORY



PROFILE SHEET FOR THE CARING RELATIONSHIP INVENTORY



mains at the .02 level of significance (probability = .015).

Hypothesis number five is accepted with qualifications. For males there is a significant quantitative difference in the measured love of teens and non-teens that cannot be accounted for by age differences. The same tends to be true of the female sample although once the effect of age is taken into consideration the difference only approaches significance.

#### Hypothesis #6

That teenage couples will differ significantly in their romantic ideals as measured by the Eros scale of the CRI.

Findings: When males in a teenage marriage are compared with males in a non-teenage relationship on the Eros scale there is no significant difference between the means. The same is true for females. Indications are that engaged couples are similar regardless of age on romantic ideals and erotic love. Eros appears to be the predominant love dimension of all engaged couples.

Hypothesis number six is rejected.

#### Hypothesis #7

That teenage couples in contrast to older couples will be significantly different in their self-love ratings as well as their affection, friendship and empathic love for their partners.

Findings: Findings indicate sex differences in affection and



empathic love. Teenage females have significantly higher scores on the affection scale than non-teen females (probability = .049). Males in a teenage marriage claim to have significantly more empathic love than males in a non-teenage marriage (probability = .019). Friendship ratings are similar to the happily married couples in the norming group which may indicate that teenaged and non-teenaged engaged couples see each other as friends, sharing common interests and experiences. Self-love ratings for both teenaged and non-teenaged couples are considerably lower than the successful couples in the norming sample. Since there is no significant difference between teens and non-teens along this dimension, one can only speculate that engaged couples under the influence of romantic ideals tend to down-play self-love for fear that love of oneself takes away something from the love one should have for the other.

Hypothesis number seven is accepted with reservations. Significant differences exist for females along affection dimensions and for males along empathic dimensions. Self-love and friendship ratings are not significantly different.

### Conclusions:

This study has demonstrated a significant difference between teens and non-teens along personality dimensions and love dimensions. However, most of the difference appears to be accounted for by the age variable. There remains nevertheless a significant difference between male teens and male non-teens on personality characteristics





even when the effects of age are removed. Thus one can conclude that men who marry teenage girls have personality characteristics that are significantly different and in a less favorable direction than males who marry older females. Males, and to some extent females, have different love dimensions. Males claim to have more empathic love and females tend to have more affection love. Teen-aged males have significantly different love patterns than their counterparts involved in non-teenaged marriages. Although not significantly different, females tend in the same direction even when the effect of age is removed statistically.

In conclusion, a possible limitation of these findings should be mentioned. Although it could be presumed that religious affiliation would have negligible effects on the results of this study, it is important nevertheless, to point out that these results are from a sample of predominantly Catholic subjects. It is hoped that the results would be valid for teen couples in general as well as significantly valid for the sample studied, namely, couples preparing for marriage in the Roman and Ukrainian Catholic Churches of Edmonton.



## CHAPTER 5

### IMPLICATIONS AND DISCUSSION

In this final chapter a summary of the conclusions of this study will be presented and briefly discussed. Also included will be some implications for counselling and some suggestions for further investigation. The major portion of this chapter is a rational development based on the results of this research. The reader is, therefore, forewarned that much of this philosophizing is a reflection of the author's bias but hopefully it remains nevertheless a logical consequence derived from the conclusions of this research.

#### Summary of findings

Bearing in mind the nature of the sample studied, i.e. couples preparing for marriage in the Catholic church, the findings of this study are the following:

1. Much of the significant differences that exist between non-teen couples and teen couples in personality and love dimensions is accounted through the influence of age.
2. Once the estimated effect of age is removed statistically, it was found that male partners involved in a teen marriage have a significantly less favorable personality profile on the CPI than do male partners in a non-teen marriage.
3. Furthermore, males in a teenage relationship show significantly different love dimensions towards their partners than do males in a non-teen relationship.



4. Teenaged females tend towards a significant difference in love dimensions from non-teenaged females. There appears to be no significant difference along personality dimensions once the estimated effects of age are removed.
5. Teenaged females have significantly higher scores on a scale measuring affection than non-teenaged females. Males in a teenage marriage, on the other hand, claim to have significantly more empathic love than males in a non-teenage marriage.
6. Erotic love appears to be the predominant love dimension of all engaged couples when compared to a group of successfully married couples. (*See footnote*)
7. Self-love ratings for both teenaged and non-teenaged couples are considerably lower than the successful couples in the norming sample of the CRI.

### Discussion of the findings

This study has focused on one group of couples who enter into a marital bond, namely the teenage couple. Concern for couples like Carl and Anita, introduced at the start of this study, was the impetus behind this research. It was found that an empirical difference existed between couples who decide to marry while one or both partners are in their teens when compared to couples who marry at a later age. Most of the significant difference in personality characteristics and love dimensions is accounted for by the age difference of the two groups. However, it was found that even when the

*Footnote: The successfully married couples were part of a norming group tested by Shostrom for the 1966 edition of the CRI (Shostrom, 1975)*



estimated effects of age were removed notable differences remained. This was particularly significant with the male sample. It would seem that men who marry teenage girls have different personality profiles than men who marry older women. No particular personality variable seems to account for this difference yet the constellation of variables together are significantly different. These findings would coincide with Havighurst (1962), Vincent (1964), and Martinson's (1959) studies with male subjects. In their studies they found that males who married within one year of graduation (while in their teens) showed lower mean emotional adjustment scores than those who married later.

The majority of studies on teenage marriages have been done with female subjects. Moss and Gingle (1959), Elder (1972), Burchinal (1959), Vincent (1964) and Havighurst (1962) all found that teenage girls who decided to marry had significantly less favorable personality profiles than girls who decided to marry later. This present research would agree that there are significant personality differences between teenaged and non-teenaged girls, however, it would seem that these differences are largely due to the fact that non-teenaged girls are older and more mature rather than to any specific personality variable.

Males in a teenage marriage have significantly different feelings of love than males in a non-teenage marriage. Female partners in a teen marriage also tend to have different feelings of love than





their older counterparts. This is rather interesting especially in the light of Robert Winch's (1958) theory that couples of similar needs tend to seek in their partner the fulfillment of some basic needs for loyalty and love. Stanton Peele (1975) has also pointed out how dependent people often search each other out and become addicted to each other. According to the present research findings teenage couples profess more love for their partners than do non-teenaged couples. One can speculate that this is because of romantic ideals and the passion of youth. But could this professed love not be the result of basic insecurities and needs rather than a true commitment to mutual growth and fulfillment? This appears to be a valid conjecture since teenaged females show a significantly higher score on a scale measuring affection - the need to nurture and care, and males claim significantly higher empathic love - a spiritual, altruistic love. High nurturance needs seem to reflect an absence of this quality in ones own life and a desire to compensate in a relationship. High empathy in male subjects appears to be a denial of the dynamics in the partnership and a tending towards idealism and romanticism. This high empathy coupled with a low self-love rating would suggest that males in a teenage marriage tend to down-play their true feelings for fear that love of self and acknowledgment of their needs will take something away from the love they should have for their partner. This observation seems to be true for all engaged couples when compared to successfully married couples. All engaged couples claim low self-love suggesting that their love energies



are totally directed towards the other failing to realize that someone said many years ago: "Love your neighbor as yourself". In a healthy love relationship the love of self and the love for others runs parallel and is not mutually exclusive.

### Implications for counselling

Having measured significant differences in personality and love dimensions in teenaged couples, how can counselling optimize the potential of these relationships? To marry young is not a crime, therefore, it should not be the purpose of counselling to talk a couple out of marriage but rather assist the couple in assessing their emotional, economic and social readiness for marriage; to explore their motivation to marry now and to discuss other alternatives. The goal could be to counsel and teach young couples skills in being human with sensitivity, feelings and an understanding of self. Additionally counselling could teach interpersonal skills on how to genuinely enjoy and appreciate self and the other in a relationship, in order to enhance the couples ability to effectively establish a marriage relationship that will help them grow as individuals as well as a family, and to lay the foundations for a dialogue that will continue for life.

David Mace (1972) says that a common complaint among those having trouble in marriage is "Why didn't someone tell me that before I got married?" "That" covers many areas. Good counselling would enable the discovery of "that" and bring "it" into an open forum of



honest and challenging discussion.

Landis (1975) speaks of the American Institute of Family Relations in Los Angeles which for many years has given premarital emotional maturity tests combined with a thorough physical examination. Landis quotes Paul Popenoe as saying that not one divorce occurred among couples who came to the institute for premarital assistance during the first eight years of its existence. Quite an outstanding record for Los Angeles where the divorce rate is one of the highest in the United States.

In an attempt to help teenage couples reflect on marriage and their life together the Roman Catholic Archdiocese of Edmonton developed guidelines that would compel youthful persons under 20 to participate in premarital marriage counselling as a prerequisite for obtaining permission to have their marriage blessed in the Church (see Appendix B). This program has met with varying degrees of success. Some pastors have rejected the guidelines under pressure from teenagers and their parents, especially in cases involving pregnancy. Others have found the process helpful in providing the couples with the opportunity to further evaluate their relationship, and their decision to marry at this time.

Hogoboom (1972) writes of the California experience in legislating premarital counselling for teenagers. The law in California requires premarital counselling in all cases where either party is under 18 years of age. After one years experience, Hogoboom states that most counsellors and judges who have dealt with the problem



believe that the concept of premarital counselling has value. "One important by-product is to make many young people aware that there is a source of assistance in the community should difficulties arise later in their marriage" (ibid. p 154). He also points out that for many teenagers this is the first time that an adult has communicated with them as an adult in a nonjudgemental setting.

Unfortunately when it comes to speaking about premarital counselling, and especially compulsory counselling, many people have serious reservations. The preventive aspects for marital dysfunctioning have been considerably influenced by what Clark Vincent (1973) calls the "myth of naturalism". This states that once you are married you just "naturally" know what to do to be successful. The myth is quite prevalent. Look at the education system. Educators take pride in driver education, giving credit for on the job training and devoting a great deal of energy in keeping adolescents motivated and interested in school. Perhaps more educational energy and resources could also go into helping young people prepare for marriage. For, so long as man and woman marry and raise families should not education from its inception assist men and women towards leading meaningful lives with a future spouse?

### Suggestions for further investigation

Areas for further investigation could center around psycho-sociological, counselling and educational aspects of teenage marriage.





The first suggestion would be in the psycho-sociological area. A follow-up study of teenage couples in five-years could be undertaken to measure personality change as well as the changes in their conception of love. Does personality change as a consequence of marriage? Is marriage an independent variable in the personality change process?

Evelyn Duval1 (1971) describes the developmental stages in family life, these stages offer excellent opportunities for investigating changes that occur in the relationship. These stages include: (1) the beginning stage, which is marriage, (2) the pre-child period, which is marriage to the first pregnancy, (3) the childbearing and child rearing stage, (4) the child launching period when the children begin to leave home, (5) the post-child period when all children are gone from home, (6) the period of old age, and (7) the death of one spouse.

What about love? Is it a valid concept to measure love? It was noted that self-love was remarkably lower for all engaged couples as compared to successfully married couples. Is a dynamic of the engagement period such that couples tend to downplay their own feelings towards self for fear of taking something away from the relationship?

Very little research has been done on the engagement period. This area allows for investigation of unique interpersonal dynamics at this period of a relationship. What are the consequences of an engagement commitment in today's society? What are the functions



of the engagement period?

It is safe to assume that once the work of helping people establish good relationships within their marriage has begun it should be continued. What about follow-up programs? How effective are programs such as Marriage Encounter, Pairing Enrichment Programs, Marriage Communications Labs, at helping couples realize their individual growth through their partnership?

Secondly, in the counselling area one might investigate the effectiveness of premarital counselling. To what extent does premarital counselling benefit young couples in achieving a stable and satisfying relationship? Unfortunately any statistical proof or justification for such counselling would take years to accumulate but it remains a valid area for further study.

And, finally in the educational area, today many high schools have marriage preparation course. How effective are these courses in helping a person mature in his concept of marriage? Are such courses justified? Do they achieve their purpose?

### Concluding statement

Human existence is essentially social in nature. Our development and growth as individuals is largely dependent on the stimulus and reinforcement we receive from our homes and the social environment in which we live. We live in relationship with others and it is from this social context that we can realistically assess an individual's behavior and motivation.



We live in a society today that is exciting and challenging - it offers unique opportunities and problems. Canada, in 1976, is far different from the Canada of 1966 or 1956. Old established values and standards are being called into question. New ideas on politics, religion, justice, morality and ethical behavior are calling forth serious, critical, honest and open re-examination today. Every reasonable expectation tells us that even more dramatic changes can be anticipated in the next decade.

Monogamous marriage is part of this upheaval and re-examination. At one time the members of a family unit had highly visible roles within the family and in the community. Today these traditional roles of husband and wife are no longer valid for many couples. For these couples marriage is not a static state but a dynamic process which serves for individual growth through the partnership. The marriage relationship is seen as having the potential for becoming the greatest source of interpersonal growth two people can experience.

In spite of the upheaval and alternative styles such as communes, group marriage, wife swapping, contract marriages and so forth, monogamous marriage appears to be here to stay. Most North Americans in 1976 enter into only one marriage and remain in it permanently. Glick and Norton (1971) in a summary of data reflecting an American national survey showed that husbands and wives marry only once and the majority of divorced people who remarry remain married to their second partner. "The data show that the great majority (four out of five) of those who had entered their first marriage at least twenty



years before the survey date had been married only once. Moreover, among those married only once, nine-tenths of the men and four-fifths of the women were still married after at least twenty years of marriage" (ibid, p 308-309).

When two young people come for marriage, they bring with them their social context of attitudes and ideas. They bring as well the multiple aspects of their personal lives: the developmental stage they are in, a view of their parents and the parents marriage, the information they have about marriage and its diverse lifestyles. Realistically the process of pre-marriage counselling must reach them "where they are".

Ordinarily the person who comes to seek pre-marriage counselling is in late adolescence and early adulthood. He is in the midst of his own personal development. Erickson (1968) talks about the developmental stage of adolescence as being one of acquiring a sense of identity. The young person is acquiring a sense of who he is has the capacity for the virtue of fidelity, of obvious importance for marriage. The adolescent spends this time trying on different roles in order to learn who he is, in order to become a consistent kind of person. This is a time of playing roles that will express his developing sense of self, that will help him achieve what he wants in life, and at the same time help him make decisions that will influence his choice of marriage partner. In this period of development the adolescent can be one person today and another tomorrow. Out of the resolution of this "identity crisis" the adolescent develops the cap-





acity for commitment to an ideal, a lifestyle, and to a mate. It is this capacity for commitment that Ericksen calls the virtue of fidelity.

One of the problems with a teenager who decides to marry is that he still is in a developmental transition, he still is uncertain who he is. Often the person he later decides to become does not really fit with the partner he has decided to marry. For example the woman who decides to become a professional out of a new sense of self-insight may find unresolved strain in her marriage to a man who derides education.

As the person develops he enters into a struggle between a sense of intimacy versus a sense of isolation. The virtue acquired in this stage is a realization of love. According to Ericksen it is in this stage that the person evolves the capacity for intimacy that is needed in any healthy relationship. The development of this capacity relates to developing and improving patterns of cooperation in work and in the family. Insofar as these efforts are not accomplished the individual retreats into a self-centered isolation that is opposite to interpersonal intimacy.

Young people who come for permarital counselling have often never worked through the developmental tasks of adolescence. They have a vague idea of who they are and their relationship is often a means of satisfying their own needs. The partner they have chosen often is the vehicle for their own identity as a man or a woman. Thus their attitudes and expectations are self-centered.

Virginia Satir (1964) describes the process of mate selection



among people with low self-esteem and poor self-identity. A person with low self-esteem has high hopes about what he can get from another person but also has great fears. This person is inclined to expect too much from others and is often disappointed when others do not live up to these expectations. Two people of low self-esteem are likely to discover each other because each covers up his or her weakness with a defensive veneer of strength. Each person is likely to respond to the facade of strength. They seek the others strength and remain fearful of communicating their weakness, their fears, their hopes. Since there is no communication at any deep level, a guessing game is established where each person acts and reacts according to what he thinks the other person expects him to be. Since each person feels such an anxious need to please, neither can communicate displeasure or can directly admit disagreement. What happens is that these people marry to get what they can from the other, the others identity, esteem, or qualities which he feels he lacks.

It becomes obvious that once one views young couples seeking pre-marital counselling as in the midst of their own personality growth which must be resolved before they can have a happy and successful marriage, the challenge of counselling such couples is an immensely complicated one. The occasion of counselling becomes an opportunity for some to develop more mature relationships. For others, counselling is an opportunity for them to look at their own inadequacies and seriously weigh whether or not marriage is the right decision at this time of their lives.



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APPENDIX A

## PREPARATION FOR MARRIAGE COURSE REGISTRATION FORM

(Please type or print, and fill in all information)

MAN'S FULL NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_

EDUCATION \_\_\_\_\_ OCCUPATION \_\_\_\_\_ AGE \_\_\_\_\_

MARRIED \_\_\_\_\_ SINGLE \_\_\_\_\_ ATTENDING COURSE WITH PARTNER:

YES \_\_\_\_ NO \_\_\_\_

RELIGION \_\_\_\_\_ PARISH \_\_\_\_\_

DATE OF MARRIAGE \_\_\_\_\_ PARISH OF MARRIAGE \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

WOMAN'S FULL NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_

EDUCATION \_\_\_\_\_ OCCUPATION \_\_\_\_\_ AGE \_\_\_\_\_

MARRIED \_\_\_\_\_ SINGLE \_\_\_\_\_ ATTENDING COURSE WITH PARTNER:

YES \_\_\_\_ NO \_\_\_\_

RELIGION \_\_\_\_\_ PARISH \_\_\_\_\_

DATE OF MARRIAGE \_\_\_\_\_ PARISH OF MARRIAGE \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



## APPENDIX B

### PASTORAL DIRECTIVES FOR THE PREPARATION OF YOUNG PEOPLE FOR MARRIAGE IN THE ARCHDIOCESE OF EDMONTON.

(Young people: 19 years of age or under)

The purpose of setting up norms to govern the marriages of young people is to assist the priest and the young people to prepare for a marriage which will give the greatest hope of success.

#### THE PRESENT SITUATION

Marriage should always be a serious adult commitment. Today there is growing concern because many young people approach marriage, seemingly without any deep understanding of the seriousness of the step they are contemplating. In some cases there is little active participation in the life of the Church; economically they are ill-prepared to undertake the responsibilities of marriage; many of them seem to be already involved in sexual intimacies, and as a result of this a pregnancy often dictates the marriage; and for many others there is reason to doubt that they are able to assume and fulfill the obligations of a life-long commitment because they lack sufficient maturity.

As a result of this situation, many of these marriages have ended in failure after a short time, with great unhappiness to the partners and to the children involved. In the Archdiocese of Edmonton, a distressing number of cases submitted to the Marriage Tribunal for annulment involves couples where one or both of the parties were 19 years of age or under at the time of the marriage. In the light of our own experience, there would seem to be the necessity for special norms to deal with the proposed marriages of young people where one or both are 19 years of age or under.

While these norms are intended specifically for people in the above age bracket, many, and even all of them, may apply to marriages





of older people, when circumstances warrant it.

## THE NORMS

1. ADVANCE NOTICE - The couple must notify the parish priest of their intention to marry four months before the date on which they wish to celebrate their marriage. This period of time is necessary in order that the priest may give adequate attention to preparing them for marriage, and in order that the couple may have sufficient time to finalize their own arrangements.

2. INITIAL MEETING WITH THE PRIEST - At the priest's first meeting with the couple, he should find out their age. If one or both of the parities is 19 years of age or under, they are to be advised of the four month preparation period. The priest should then try to assess their individual situation in regard to their suitability for marriage at this time and whatever preparation is needed in their case. At the initial meeting, the customary forms should not be filled in, for such procedure might lead them to presume that the celebration of their marriage is an accepted fact and might also fix them in their determination to marry, and thus be detrimental to free discussion and reflection.

3. INTERVIEW WITH YOUNG COUPLE - In order to assist the couple, the priest needs to become well acquainted with them, and to do so he must meet with them several times. It is important that he listen to them carefully in order that they may express any of the problems which are troubling them, e.g. pregnancy, family environment, etc. . , which might be influencing their decision to marry at this time.

The priest should try to merit their confidence and help them to realize that marriage is a life-long commitment. The care which is given to the study of their plans is not intended to create difficulties for them, but rather to help them achieve a happy and lasting marriage.

After the initial meeting, the priest should interview the parties, separately and then together (cf. guidelines for the interview with the couple).

4. INTERVIEW WITH THE PARENTS - The same priest who saw the young couple will then meet with the parents, unless circumstances (such as distance) require that this interview be made by another priest. The purpose of this interview is to explain to them the difficulties involved in the marriage of young people and also to obtain their assessment of the readiness of their son or daughter for marriage at this time (cf. guideline for the interview with parents).



5. PARTICULAR SITUATIONS - As a result of these interviews, the priest may become aware of a particular situation which requires referral to a counsellor. The following are examples of situations requiring counselling:

- a) If the woman is pregnant, the free decision of the parties can be severely limited. They need to understand that the primary consideration is not to give the child a name nor to avoid social stigma, but rather to make an objective decision as to whether or not they want to and are able to spend the rest of their lives together. The first mistake will not be corrected by making an even more serious mistake.
- b) In some cases, one or both of the parties may be seeking to escape unsuitable family environment.
- c) In some cases, the parties show questionable maturity, and give indications of being unsuited for marriage at this time.

6. THE DECISION - Only after having interviewed the young couple and the parents, and after taking into consideration the report of the counsellor, should the priest arrive at a decision to officiate at the marriage or not. Whatever his decision, he should immediately inform the couple. In every case this decision should be made known to the couple at least two months before the date of the intended marriage.

If the decision is to proceed with plans for the proposed marriage, the priest should set in motion what is necessary for preparation, be it instructions or a course of preparation for marriage. A course of preparation for marriage, given either individually or through a recognized organization should be the minimal requirement.

Should the priest's decision be to refuse to officiate or to advise postponement of the plans for marriage, he must do so with great care and sensitivity. If the young people do not accept the solution which has been decided upon and express the intention of making other arrangements, the priest should realize that however unfortunate it may appear, the resulting common-law or civil marriage is a lesser evil than to allow a couple to celebrate in a Sacrament a union which is too immature to give hope of survival.

Priests who are troubled by this eventually should recall that this approach to marriage is part of a new understanding of the response of faith required for every Sacrament. (In this connection, the same response of faith is required in the case of parents presenting children for Baptism, First Communion and Confirmation).



7. INACTIVE CATHOLICS - In cases involving inactive Catholics, efforts should be made to re-activate them either by private instructions or by referral to an established instruction course. Where an inactive Catholic is considering an inter-faith marriage, instructions are even more necessary. If there is a total lack of respect for the religious dimension of marriage on the part of the parties, the priest should indicate to the couple that a marriage in the Catholic Church would have no meaning for them.

8. PERSONALITY CONFLICT - The situation may arise where there is a personality conflict between the priest and the parties intending a marriage. Since this may occur through no fault on either side, the priest should suggest that the couple see another priest, and assist them to do so by himself approaching the other priest and explaining the situation to him.

9. NOTIFICATION TO THE DIOCESAN OFFICE - Frequently, a young couple, whose marriage has been delayed in one parish, goes to another parish without mentioning anything about previous attempts to arrange a marriage. To discourage such procedure, the priest who has decided to delay a marriage, should send notification of this fact to the Diocesan Office with names and ages of the young people, as well as a brief explanation of the case.

10. APPROVAL OF THE DIOCESAN OFFICE - In order to avoid the situation mentioned above, and also in order to impress upon the young people the seriousness of the step they are about to take, the priest will require approval from the Diocesan Office for every case where one or both of the parties is 19 years of age or under. Along with his request for approval, the priest must forward his own assessment of the couple, and where a counsellor was involved, the report of the counsellor.

11. CONVALIDATION - In the case where a young couple requests convalidation of a marriage contracted outside the Church, the priest, while being sympathetic, should not be hasty. In fact, it is recommended that such a marriage of a young couple not be convalidated until at least one year after the date of the invalid marriage.



## APPENDIX C

### CALIFORNIA PSYCHOLOGICAL INVENTORY

Harrison G. Gough, Ph.D.

#### DIRECTIONS:

This booklet contains a series of statements. Read each one, decide how you feel about it, and then mark your answer on the special answer sheet. MAKE NO MARKS ON THE TEST BOOKLET. If you agree with a statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE.

If you find a few questions which you cannot or prefer not to answer, they may be omitted. However, in marking your answers on the answer sheet, make sure that the number of the statement is the same as the number on the answer sheet.

1. I enjoy social gatherings just to be with people.
2. The only interesting part of the newspaper is the "funnies".
3. I looked up to my father as an ideal man.
4. A person needs to "show off" a little now and then.
5. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps".
6. I have a very strong desire to be a success in the world.
7. When in a group of people I usually do what the others want rather than make suggestions.
8. I liked "Alice in Wonderland" by Lewis Carroll.
9. I usually go to the movies more than once a week.
10. Some people exaggerate their troubles in order to get sympathy.





11. People can pretty easily change me even though I thought that my mind was already made up on a subject.
12. I often feel that I made a wrong choice in my occupation.
13. I am very slow in making up my mind.
14. I always follow the rule: business before pleasure.
15. Several times a week I feel as if something dreadful is about to happen.
16. There's no use in doing things for people; you only find out that you get it in the neck in the long run.
17. I would like to be a journalist.
18. A person who doesn't vote is not a good citizen.
19. I think I would like the work of a building contractor.
20. I have had very peculiar and strange experiences.
21. My daily life is full of things that keep me interested.
22. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
23. In most ways the poor man is better off than the rich man.
24. I always like to keep my things neat and tidy and in good order.
25. Clever, sarcastic people make me feel very uncomfortable.
26. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.
27. It makes me feel like a failure when I hear of the success of someone I know well.
28. I think I would like the work of a dress designer.
29. I am often said to be hotheaded.
30. I gossip a little at times.
31. I doubt whether I would make a good leader.



32. I tend to be on my guard with people who are somewhat more friendly than I had expected.
33. Usually I would prefer to work with women.
34. There are a few people who just cannot be trusted.
35. I become quite irritated when I see someone spit on the sidewalk.
36. When I was going to school I played hooky quite often.
37. I have very few fears compared to my friends.
38. It is hard for me to start a conversation with strangers.
39. I must admit that I enjoy playing practical jokes on people.
40. I get very nervous if I think that someone is watching me.
41. For most questions there is just one right answer, once a person is able to get all the facts.
42. I sometimes pretend to know more than I really do.
43. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
44. Sometimes I feel like smashing things.
45. As a child I used to be able to go to my parents with my problems.
46. I think I would like the work of a school teacher.
47. Women should not be allowed to drink in cocktail bars.
48. Most people would tell a lie if they could gain by it.
49. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
50. I seem to be about as capable and smart as most others around me.
51. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
52. I usually take an active part in the entertainment at parties.



53. I think I would enjoy having authority over other people.
54. I find it hard to keep my mind on a task or job.
55. Some of my family have quick tempers.
56. I hate to be interrupted when I am working on something.
57. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
58. I get very tense and anxious when I think other people are disapproving of me.
59. The trouble with many people is that they don't take things seriously enough.
60. I have often met people who are supposed to be experts who were no better than I.
61. I liked school.
62. I think Lincoln was greater than Washington.
63. It is always a good thing to be frank.
64. A windstorm terrifies me.
65. I think I would like the work of a clerk in a large department store.
66. Sometimes I feel like swearing.
67. I feel sure that there is only one true religion.
68. I am embarrassed by dirty stories.
69. I would disapprove of anyone's drinking to the point of intoxication at a party.
70. Sometimes I cross the street just to avoid meeting someone.
71. I get excited very easily.
72. I used to keep a diary.
73. Maybe some minority groups do get rough treatment, but it's no business of mine.



74. It is very hard for me to tell anyone about myself.
75. We ought to worry about our own country and let the rest of the world take care of itself.
76. I often feel as if the world was just passing me by.
77. When I get bored I like to stir up some excitement.
78. I like to boast about my achievements every now and then.
79. I am afraid of deep water.
80. There have been times when I have been very angry.
81. I must admit I often try to get my own way regardless of what others may want.
82. I think I would like the work of a garage mechanic.
83. I usually feel nervous and ill at ease at a formal dance or party.
84. I have at one time or another in my life tried my hand at writing poetry.
85. I don't like to undertake any project unless I have a pretty good idea as to how it will turn out.
86. Most of the arguments or quarrels I get into are over matters of principle.
87. I like adventure stories better than romantic stories.
88. I do not like to see people carelessly dressed.
89. Once a week or oftener I feel suddenly hot all over, without apparent cause.
90. As long as a person votes every four years, he has done his duty as a citizen.
91. Sometimes I think of things too bad to talk about.
92. People often expect too much of me.
93. I would do almost anything on a dare.
94. With things going as they are, it's pretty hard to keep up hope of amounting to something.





95. The idea of doing research appeals to me.
96. I take a rather serious attitude toward ethical and moral issues.
97. I would like the job of a foreign correspondent for a newspaper.
98. People today have forgotten how to feel properly ashamed of themselves.
99. I cannot keep my mind on one thing.
100. I prefer a shower to a bathtub.
101. I must admit that I often do as little work as I can get by with.
102. I like to be the center of attention.
103. I like to listen to symphony orchestra concerts on the radio.
104. I would like to see a bullfight in Spain.
105. I am fascinated by fire.
106. The average person is not able to appreciate art and music very well.
107. I can be friendly with people who do things which I consider wrong.
108. I have no dread of going into a room by myself where other people have already gathered and are talking.
109. I get pretty discouraged sometimes.
110. The thought of being in an automobile accident is very frightening to me.
111. When in a group of people I have trouble thinking of the right things to talk about.
112. I set a high standard for myself and I feel others should do the same.
113. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.



114. At times I feel like picking a fist fight with someone.
115. Sometimes I have the same dream over and over.
116. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
117. I don't blame anyone for trying to grab all he can get in this world.
118. I believe we are made better by the trials and hardships of life.
119. Planning one's activities in advance is very likely to take most of the fun out of life.
120. I do not always tell the truth.
121. I was a slow learner in school.
122. I like poetry.
123. I think I am stricter about right and wrong than most people.
124. I am likely not to speak to people until they speak to me.
125. There is something wrong with a person who can't take orders without getting angry or resentful.
126. I do not dread seeing a doctor about a sickness or injury.
127. I always try to consider the other fellow's feelings before I do something.
128. It takes a lot of argument to convince most people of the truth.
129. I think I would like to drive a racing car.
130. Sometimes without any reason or even when things are going wrong I feel excitedly happy "on top of the world".
131. One of my aims in life is to accomplish something that would make my mother proud of me.
132. I fall in and out of love rather easily.
133. I feel as good now as I ever have.



134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
135. I wake up fresh and rested most mornings.
136. Most people make friends because friends are likely to be useful to them.
137. I wish I were not bothered by thoughts about sex.
138. I seldom or never have dizzy spells.
139. It is all right to get around the law if you don't actually break it.
140. I enjoy hearing lectures on world affairs.
141. Parents are much too easy on their children nowadays.
142. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.
143. I like to be with a crowd who play jokes on one another.
144. I am somewhat afraid of the dark.
145. I have a tendency to give up easily when I meet difficult problems.
146. I would like to wear expensive clothes.
147. I certainly feel useless at times.
148. I believe women should have as much sexual freedom as men.
149. I consider a matter from every standpoint before I make a decision.
150. Criticism or scolding makes me very uncomfortable.
151. I have strange and peculiar thoughts.
152. I read at least ten books a year.
153. If I am not feeling well I am somewhat cross and grouchy.
154. I like tall women.



155. A person should adapt his ideas and his behaviour to the group that happens to be with him at the time.
156. I hardly ever get excited or thrilled.
157. I have the wanderlust and am never happy unless I am roaming or traveling about.
158. I frequently notice my hand shakes when I try to do something.
159. I feel nervous if I have to meet a lot of people.
160. I would like to hear a great singer in an opera.
161. I am sometimes cross and grouchy without any good reason.
162. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
163. I like parties and socials.
164. My parents have often disapproved of my friends.
165. I do not mind taking orders and being told what to do.
166. In school I always looked far ahead in planning what courses to take.
167. I should like to belong to several clubs or lodges.
168. My home life was always happy.
169. Teachers often expect too much work from the students.
170. I often act on the spur of the moment without stopping to think.
171. I think I could do better than most of the present politicians if I were in office.
172. I do not have a great fear of snakes.
173. My way of doing things is apt to be misunderstood by others.
174. I never make judgments about people until I am sure of the facts.
175. I have had blank spells in which my activities were interrupted and I did not know what was going on around me.





176. I commonly wonder what hidden reason another person may have for doing something nice for me.
177. I am certainly lacking in self-confidence.
178. Most people are secretly pleased when someone else gets into trouble.
179. When I work on a committee I like to take charge of things.
180. My parents have generally let me make my own decisions.
181. I always tried to make the best school grades that I could.
182. I would rather go without something than ask for a favor.
183. Sometimes I feel as if I must injure either myself or someone else.
184. I have had more than my share of things to worry about.
185. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
186. I usually don't like to talk much unless I am with people I know very well.
187. I am inclined to take things hard.
188. I am quite often not in on the gossip and talk of the group I belong to.
189. In school my marks in deportment were quite regularly bad.
190. Only a fool would ever vote to increase his own taxes.
191. I can remember "playing sick" to get out of something.
192. When I meet a stranger I often think that he is better than I am.
193. I would be ashamed not to use my privilege of voting.
194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellowman.
196. I think I would like to fight in a boxing match sometime.



197. Once in a while I laugh at a dirty joke.
198. Before I do something I try to consider how my friends will react to it.
199. I would like to be a soldier.
200. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
201. I have no patience with people who believe there is only one true religion.
202. If given the chance I would make a good leader of people.
203. When things go wrong I sometimes blame the other fellow.
204. I like to plan a home study schedule and then follow it.
205. I enjoy a race or game better when I bet on it.
206. I have often found people jealous of my good ideas, just because they had not thought of them first.
207. Sometimes at elections I vote for men about whom I know very little.
208. I like to go to parties and other affairs where there is lots of loud fun.
209. Most people are honest chiefly through fear of being caught.
210. I very much like hunting.
211. I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
212. I have not been in trouble with the law.
213. It makes me angry when I hear of someone who has been wrongly prevented from voting.
214. In school I was sometimes sent to the principal for cutting up.
215. I would like to write a technical book.
216. At times I have worn myself out by undertaking too much.



- 217. I think I would like the work of a librarian.
- 218. I love to go to dances.
- 219. Most people inwardly dislike putting themselves out to help other people.
- 220. I feel uneasy indoors.
- 221. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
- 222. I would like to belong to a discussion and study club.
- 223. I keep out of trouble at all costs.
- 224. I usually expect to succeed in things I do.
- 225. People pretend to care more about one another than they really do.
- 226. Most people worry too much about sex.
- 227. It is hard for me to find anything to talk about when I meet a new person.
- 228. I like to read about history.
- 229. I much prefer symmetry to asymmetry.
- 230. I would rather be a steady and dependable worker than a brilliant but unstable one.
- 231. I am apt to show off in some way if I get the chance.
- 232. Sometimes I feel that I am about to go to pieces.
- 233. A person does not need to worry about other people if only he looks after himself.
- 234. We ought to pay our elected officials better than we do.
- 235. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
- 236. I am so touchy on some subjects that I can't talk about them.
- 237. The future is too uncertain for a person to make serious plans.



- 238. Sometimes I just can't seem to get going.
- 239. I like to talk before groups of people.
- 240. I would like to be a nurse.
- 241. The man who provides temptations by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.
- 242. I am a good mixer.
- 243. I am often bothered by useless thoughts which keep running through my mind.
- 244. If I were a reporter I would like very much to report news of the theater.
- 245. Most of the time I feel happy.
- 246. I like to plan out my activities in advance.
- 247. When a man is with a woman he is usually thinking about things related to her sex.
- 248. I must admit that I have a bad temper, once I get angry.
- 249. I like mechanics magazines.
- 250. I must admit I find it very hard to work under strict rules and regulations.
- 251. I like large, noisy parties.
- 252. I sometimes feel that I am a burden to others.
- 253. When prices are high you can't blame a person for getting all he can while the getting is good.
- 254. I have never deliberately told a lie.
- 255. Only a fool would try to change our American way of life.
- 256. I want to be an important person in the community.
- 257. I often feel as though I have done something wrong or wicked.
- 258. In school I found it very hard to talk before the class.
- 259. I usually feel that life is worthwhile.





- 260. I always try to do at least a little better than what is expected of me.
- 261. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
- 262. There have been a few times when I have been very mean to another person.
- 263. Lawbreakers are almost always caught and punished.
- 264. I would be very unhappy if I was not successful at something I had seriously started to do.
- 265. I dread the thought of an earthquake.
- 266. I think most people would like to get ahead.
- 267. I am a better talker than a listener.
- 268. At times I have been very anxious to get away from my family.
- 269. I like science.
- 270. I often lose my temper.
- 271. My parents were always very strict and stern with me.
- 272. I must admit I feel sort of scared when I move to a strange place.
- 273. I am bothered by people outside, on streetcars, in stores, etc., watching me.
- 274. I'm pretty sure I know how we can settle the international problems we face today.
- 275. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
- 276. I have very few quarrels with members of my family.
- 277. I have no fear of water.
- 278. If I get too much change in a store, I always give it back.
- 279. I often get disgusted with myself.
- 280. I enjoy many different kinds of play and recreation.



281. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
282. A large number of people are guilty of bad sexual conduct.
283. I like to read about science.
284. It is hard for me to act natural when I am with new people.
285. I refuse to play some games because I am not good at them.
286. I have never done anything dangerous for the thrill of it.
287. I think I would like to belong to a singing club.
288. As a youngster I was suspended from school one or more times for cutting up.
289. There have been times when I have worried a lot about something that was not really important.
290. I have never been in trouble because of my sex behaviour.
291. I think I would like to belong to a motorcycle club.
292. I used to like it very much when one of my papers was read to the class in school.
293. Every now and then I get into a bad mood, and no one can do anything to please me.
294. I feel that I have often been punished without cause.
295. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
296. I would like to be an actor on the stage or in the movies.
297. At times I have a strong urge to do something harmful or shocking.
298. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
299. I don't seem to care what happens to me.
300. Police cars should be especially marked so that you can always see them coming.



- 301. I am afraid to be alone in the dark.
- 302. I have often gone against my parents' wishes.
- 303. We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now.
- 304. When the community makes a decision, it is up to a person to help carry it out even if he had been against it.
- 305. I often wish people would be more definite about things.
- 306. I have nightmares every few nights.
- 307. If I am driving a car, I try to keep others from passing me.
- 308. I have a great deal of stomach trouble.
- 309. I have been afraid of things or people that I knew could not hurt me.
- 310. I would rather have people dislike me than look down on me.
- 311. I cannot do anything well.
- 312. Any man who is able and willing to work hard has a good chance of succeeding.
- 313. I hardly ever feel pain in the back of the neck.
- 314. I must admit I try to see what others think before I take a stand.
- 315. People should not have to pay taxes for the schools if they do not have children.
- 316. My parents wanted to to "make good" in the world.
- 317. I often think about how I look and what impression I am making upon others.
- 318. When I was a child I didn't care to be a member of a crowd or gang.
- 319. In a group, I usually take the responsibility for getting people introduced.
- 320. I would be willing to describe myself as a pretty "strong" personality.



- 321. I almost never go to sleep.
- 322. I do not like to loan my things to people who are careless in the way they take care of them.
- 323. I have never done any heavy drinking.
- 324. Voting is nothing but a nuisance.
- 325. When I am feeling very happy and active, someone who is blue or low will spoil it all.
- 326. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
- 327. I find it easy to "drop" or "break with" a friend.
- 328. I find that a well-ordered mode of life with regular hours is congenial to my temperament.
- 329. It is hard for me to sympathize with someone who is always doubting and unsure about things.
- 330. Everything tastes the same.
- 331. I often start things I never finish.
- 332. I could be perfectly happy without a single friend.
- 333. Education is more important than most people think.
- 334. I get nervous when I have to ask someone for a job.
- 335. There are times when I act like a coward.
- 336. Sometimes I used to feel that I would like to leave home.
- 337. Much of the time my head seems to hurt all over.
- 338. I never worry about my looks.
- 339. I have been in trouble one or more times because of my sex behaviour.
- 340. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps".
- 341. My people treat me more like a child than a grown-up.





- 342. Some people exaggerate their troubles in order to get sympathy.
- 343. In school most teachers treated me fairly and honestly.
- 344. I am made nervous by certain animals.
- 345. I go out of my way to meet trouble rather than try to escape it.
- 346. I must admit I am a pretty fair talker.
- 347. I never make judgments about people until I am sure of the facts.
- 348. I usually try to do what is expected of me, and to avoid criticism.
- 349. If a person is clever enough to cheat someone out of a large sum of money, he ought to be allowed to keep it.
- 350. A person should not be expected to do anything for his community unless he is paid for it.
- 351. Some of my family have habits that bother and annoy me very much.
- 352. I must admit I have no great desire to learn new things.
- 353. No one seems to understand me.
- 354. A strong person will be able to make up his mind even on the most difficult questions.
- 355. I have strong political opinions.
- 356. I seldom worry about my health.
- 357. For most questions there is just one right answer, once a person is able to get all the facts.
- 358. I dream frequently about things that are best kept to myself.
- 359. I think I am usually a leader in my group.
- 360. It is impossible for an honest man to get ahead in the world.
- 361. I like to have a place for everything and everything in its place.



- 362. I have never seen a vision.
- 363. I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer.
- 364. It bothers me when something unexpected interrupts my daily routine.
- 365. The future seems hopeless to me.
- 366. I never seem to get hungry.
- 367. My home life was always very pleasant.
- 368. I have had no difficulty starting or holding my urine.
- 369. I seem to do things that I regret more often than other people do.
- 370. Disobedience to any government is never justified.
- 371. I would rather be a steady and dependable worker than a brilliant but unstable one.
- 372. I have reason for feeling jealous of one or more members of my family.
- 373. My table manners are not quite as good at home as when I am out in company.
- 374. I would never go out of my way to help another person if it meant giving up some personal pleasure.
- 375. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
- 376. I enjoy planning things, and deciding what each person should do.
- 377. Most of the arguments or quarrels I get into are over matters of principle.
- 378. I doubt if anyone is really happy.
- 379. I would rather not have very much responsibility for other people.
- 380. I am known as a hard and steady worker.



- 381. My mouth feels dry almost all the time.
- 382. Success is a matter of will power.
- 383. I usually have to stop and think before I act even in trifling matters.
- 384. Most people would be better off if they never went to school at all.
- 385. It is pretty easy for people to win arguments with me.
- 386. I know who is responsible for most of my troubles.
- 387. I don't like things to be uncertain and unpredictable.
- 388. When I am cornered I tell that portion of the truth which is not likely to hurt me.
- 389. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
- 390. I have not lived the right kind of life.
- 391. I am quite a fast reader.
- 392. I daydream very little.
- 393. I have used alcohol excessively.
- 394. Even when I have gotten into trouble I was usually trying to do the right thing.
- 395. It is very important to me to have enough friends and social life.
- 396. I sometimes wanted to run away from home.
- 397. Once I have my mind made up I seldom change it.
- 398. Life usually hands me a pretty raw deal.
- 399. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
- 400. I think I am stricter about right and wrong than most people.
- 401. Most young people get too much education.



- 402. I have had attacks in which I could not control my movements or speech, but in which I knew what was going on around me.
- 403. I have a natural talent for influencing people.
- 404. I am in favour of a very strict enforcement of all laws, no matter what the consequences.
- 405. People often talk about me behind my back.
- 406. I have one or more bad habits which are so strong that it is no use fighting against them.
- 407. I have had no difficulty in starting or holding my bowel movements.
- 408. I always see to it that my work is carefully planned and organized.
- 409. I would never play cards (poker) with a stranger.
- 410. I regard the right to speak my mind as very important.
- 411. I am bothered by acid stomach several times a week.
- 412. I like to give orders and get things moving.
- 413. I get all the sympathy I should.
- 414. I do not read every editorial in the newspaper every day.
- 415. I have felt embarrassed over the type of work that one or more members of my family have done.
- 416. I don't think I'm quite as happy as others seem to be.
- 417. Any job is all right with me, so long as it pays well.
- 418. I am embarrassed with people I do not know well.
- 419. It often seems that my life has no meaning.
- 420. I used to steal sometimes when I was a youngster.
- 421. I don't really care whether people like me or dislike me.
- 422. I feel like giving up quickly when things go wrong.





423. If people had not had it in for me I would have been much more successful.
424. The one to whom I was most attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman).
425. I have often felt guilty because I have pretended to feel more sorry about something than I really was.
426. There have been times when I have been very angry.
427. There are a few people who just cannot be trusted.
428. My home as a child was less peaceful and quiet than those of most other people.
429. Even the idea of giving a talk in public makes me afraid.
430. The things some of my family have done have frightened me.
431. As a youngster in school I used to give the teachers lots of trouble.
432. I am not afraid of picking up a disease or germs from doorknobs.
433. It is more important that a father be kind than that he be successful.
434. My skin seems to be unusually sensitive to touch.
435. If the pay was right I would like to travel with a circus or carnival.
436. I never cared much for school.
437. I am troubled by attacks of nausea and vomiting.
438. I would have been more successful if people had given me a fair chance.
439. The members of my family were always very close to each other.
440. There are times when I have been discouraged.
441. I have often been frightened in the middle of the night.
442. The trouble with many people is that they don't take things seriously enough.



- 443. I'm not the type to be a political leader.
- 444. My parents never really understood me.
- 445. I would fight if someone tried to take my rights away.
- 446. I must admit that people sometimes disappoint me.
- 447. If I saw some children hurting another child, I am sure I would try to make them stop.
- 448. People seem naturally to turn to me when decisions have to be made.
- 449. Almost every day something happens to frighten me.
- 450. I get sort of annoyed with writers who go out of their way to use strange and unusual words.
- 451. I set a high standard for myself and I feel others should do the same.
- 452. I dislike to have to talk in front of a group of people.
- 453. I work under a great deal of tension.
- 454. My family has objected to the kind of work I do, or plan to do.
- 455. There seems to be a lump in my throat much of the time.
- 456. I have more trouble concentrating than others seem to have.
- 457. A person is better off if he doesn't trust anyone.
- 458. People who seem unsure and uncertain about things make me feel uncomfortable.
- 459. My sleep is fitful and disturbed.
- 460. A strong person doesn't show his emotions and feelings.
- 461. It seems that people used to have more fun than they do now.
- 462. Even though I am sure I am in the right, I usually give in because it is foolish to cause trouble.
- 463. It is hard for me just to sit still and relax.



- 464. From time to time I like to get completely away from work and anything that reminds me of it.
- 465. I must admit that I am a high-strung person.
- 466. I am a very ticklish person.
- 467. At times I think I am no good at all.
- 468. I like to eat my meals quickly and not spend a lot of time at the table visiting and talking.
- 469. I must admit that it makes me angry when other people interfere with my daily activity.
- 470. If a person doesn't get a few lucky breaks in life it just means that he hasn't been keeping his eyes open.
- 471. I sometimes feel that I do not deserve as good a life as I have.
- 472. I feel that I would be a much better person if I could gain more understanding of myself.
- 473. I can't really enjoy a rest or vacation unless I have earned it by some hard work.
- 474. I sometimes tease animals.
- 475. I have a good appetite.
- 476. I had my own way as a child.
- 477. I get tired more easily than other people seem to.
- 478. I would be uncomfortable in anything other than fairly conventional dress.
- 479. I sweat very easily even on cool days.
- 480. I must admit it would bother me to put a worm on a fish hook.



## APPENDIX D

### CARING RELATIONSHIP INVENTORY

Female Form to be used to rating a man

Everett L. Shostrom

#### DIRECTIONS:

This inventory consists of a number of statements describing your feelings and reactions toward another person. Read each statement and mark it either True or False as applied to this other person.

You are to mark your answers directly on this booklet as is shown in the example below. If the statement is TRUE or MOSTLY TRUE as applied to this other person, blacken between the lines in the column headed T. (See example 1 at the right.) If the statement is FALSE or NOT USUALLY TRUE, as applied to this person, then blacken between the lines in the column headed F. (See example 2 at the right.) If a statement does not apply, or if it is something that you don't know about, make no mark for that item. However, try to make some answer for every statement.

Section of Answer  
Column Correctly  
Marked.

T.            F.

1. ....       ....

2. ....       ....

After you have completed the inventory for this other person, fold the flaps outward on pages 1 and 2 and, without considering your previous responses, answer the statements again for your ideal, which is defined as the person to whom you would like to be married.

Do not leave any blank spaces if you can avoid it. Make your marks heavy and black. Erase completely any answer you wish to change.

Before answering the items, be sure to fill in completely the information called for below.





YOUR NAME \_\_\_\_\_ Age \_\_\_\_\_

DATE \_\_\_\_\_ OCCUPATION \_\_\_\_\_

MARITAL STATUS: MARRIED ... SINGLE ... DIVORCED ... WIDOWED ...

NAME OF PERSON RATED \_\_\_\_\_

RELATIONSHIP:

BOY FRIEND ... FIANCE ... HUSBAND ... DIVORCED SPOUSE ...

NUMBER OF YEARS IN THIS RELATIONSHIP \_\_\_\_\_

|     |  | T     | F     |
|-----|--|-------|-------|
| 1.  | I like to take care of him when he is sick                     | _____ | _____ |
| 2.  | I respect his individuality                                    | _____ | _____ |
| 3.  | I can understand the way he feels                              | _____ | _____ |
| 4.  | I want to know details about things he does                    | _____ | _____ |
| 5.  | I feel guilty when I am selfish with him                       | _____ | _____ |
| 6.  | I am afraid of making mistakes around him                      | _____ | _____ |
| 7.  | I like him just as he is, with no changes                      | _____ | _____ |
| 8.  | I have a need to be needed by him                              | _____ | _____ |
| 9.  | I make many demands on him                                     | _____ | _____ |
| 10. | I feel very possessive toward him                              | _____ | _____ |
| 11. | I have the feeling that we are "buddies" together              | _____ | _____ |
| 12. | I share important common interests with him                    | _____ | _____ |
| 13. | I care for him even when he does things that upset or annoy me | _____ | _____ |
| 14. | I am bothered by fears of being stupid or inadequate with him  | _____ | _____ |



|     |   | T     | F     |
|-----|---|-------|-------|
| 15. | I have a feeling of what his experiences feel like to him                         | _____ | _____ |
| 16. | I really value him as an individual or a unique person                            | _____ | _____ |
| 17. | I seek a great deal of privacy with him   | _____ | _____ |
| 18. | I feel it necessary to defend my past actions to him                              | _____ | _____ |
| 19. | I like to tease him   | _____ | _____ |
| 20. | Criticism from him makes me doubt my feelings about my own worth                  | _____ | _____ |
| 21. | I feel deeply his most painful feelings   | _____ | _____ |
| 22. | My relationship with him is comfortable and undemanding                           | _____ | _____ |
| 23. | My feeling for him is often purely physical and animally sexual                   | _____ | _____ |
| 24. | I have tastes in common with him which others do not share                        | _____ | _____ |
| 25. | I spend a lot of time thinking about him  | _____ | _____ |
| 26. | I know the weaknesses I see in him are also my weaknesses                         | _____ | _____ |
| 27. | I like to express my caring by kissing him on the cheek                           | _____ | _____ |
| 28. | I feel free to show my weaknesses in front of him                                 | _____ | _____ |
| 29. | My feeling for him has a rough, strong, even fierce quality                       | _____ | _____ |
| 30. | I know him well enough that I don't have to ask for the details of his activities | _____ | _____ |
| 31. | It is easy to turn a blind eye to his faults                                      | _____ | _____ |
| 32. | I try to understand him from his point of view                                    | _____ | _____ |
| 33. | I want what is best for him.  | _____ | _____ |



|     |   | T   | F   |
|-----|---|-----|-----|
| 34. | I can care for myself in spite of his feelings for me   | ___ | ___ |
| 35. | I am afraid to be myself with him   | ___ | ___ |
| 36. | My good feelings for him come back easily after quarrels                                      | ___ | ___ |
| 37. | My feeling for him is independent of other relationships                                      | ___ | ___ |
| 38. | I care for him enough to let him go, or even give him up                                      | ___ | ___ |
| 39. | I like to touch him   | ___ | ___ |
| 40. | My feeling for him is based on his accomplishments  | ___ | ___ |
| 41. | My feeling for him is an expression of what I might call my love for Mankind                  | ___ | ___ |
| 42. | The expression of my own needs is more important than pleasing him                            | ___ | ___ |
| 43. | My caring for him is characterized by a desire to promise to commit my life completely to him | ___ | ___ |
| 44. | I require appreciation from him   | ___ | ___ |
| 45. | I care for him even when he is stupid   | ___ | ___ |
| 46. | My relationship to him has a quality of exclusiveness or "we-ness"                            | ___ | ___ |
| 47. | My caring for him means even more than caring for myself                                      | ___ | ___ |
| 48. | He seems to bring out the best in me  | ___ | ___ |
| 49. | I feel that I have to give him reasons for my feelings  | ___ | ___ |
| 50. | Being rejected by him changes my feelings for him   | ___ | ___ |
| 51. | I would give up almost anything for him   | ___ | ___ |
| 52. | I feel I can say anything I feel to him   | ___ | ___ |
| 53. | My feeling for him has a quality of forgiveness   | ___ | ___ |



|     |   | T   | F   |
|-----|---|-----|-----|
| 54. | I can be aggressive and positive with him   | ___ | ___ |
| 55. | I feel that we "stand together" against the views of outsiders                          | ___ | ___ |
| 56. | I feel a strong sense of responsibility for him   | ___ | ___ |
| 57. | I live with him in terms of my wants, likes, dislikes, and values                       | ___ | ___ |
| 58. | Sometimes I demand that he meets my needs   | ___ | ___ |
| 59. | My feeling for him has a strong jealous quality   | ___ | ___ |
| 60. | My feeling for him has a quality of patience  | ___ | ___ |
| 61. | I can tell what he is feeling even when he doesn't talk about it                        | ___ | ___ |
| 62. | I appreciate him  | ___ | ___ |
| 63. | I feel he is a good friend  | ___ | ___ |
| 64. | I have a need to give or do things for him  | ___ | ___ |
| 65. | My feeling for him has a quality of compassion or sympathy                              | ___ | ___ |
| 66. | I have a strong physical desire for him   | ___ | ___ |
| 67. | I can be inconsistent or illogical with him   | ___ | ___ |
| 68. | I have a strong need to be near him   | ___ | ___ |
| 69. | I can be both strong and weak with him  | ___ | ___ |
| 70. | It seems as if I have always felt caring for him from the first moment I knew him       | ___ | ___ |
| 71. | I am afraid to show my fears to him   | ___ | ___ |
| 72. | I have a deep feeling of concern for his welfare as a human being                       | ___ | ___ |
| 73. | My relationship to him is characterized by a deep feeling of camaraderie or comradeship | ___ | ___ |
| 74. | I have a feeling of appreciation of his value as a human being                          | ___ | ___ |





|     |   | T     | F     |
|-----|---|-------|-------|
| 75. | My giving toward him is characterized by overflow, not sacrifice  | _____ | _____ |
| 76. | My caring for him sometimes seems to be exclusively physical      | _____ | _____ |
| 77. | I am afraid to show my tears in front of him                      | _____ | _____ |
| 78. | I like to express my caring for him by caressing him a great deal | _____ | _____ |
| 79. | His caring for me exerts a kind of restrictive power over me      | _____ | _____ |
| 80. | My relationship with him is characterized by trust                | _____ | _____ |
| 81. | I have a need to control his relationship with others             | _____ | _____ |
| 82. | I am able to expose my weaknesses easily to him                   | _____ | _____ |
| 83. | I feel he has infinite worth and dignity                          | _____ | _____ |

Important: After completing the inventory fold both flaps outward, and, without considering your previous responses, answer the items again for your ideal, the person to whom you would like to be married.















**B30152**